

Pupil Personnel Services School Psychology Performance Expectations Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For transition plans and program review, please identify indicating an "I" in which course each competency is **introduced** and link to the appropriate place in the syllabus within that course that demonstrates that this is occurring. For Program Review, please also indicate a "P" for **practice** and "A" for **assess** and link to the appropriate places in the syllabi to demonstrate where these activities occur. (For an example, refer to the instructions for Program Review under the Course Matrix section on the CTC's website.). Please note that these notations may occur under more than one course heading.

Please find [course syllabi](#) included at the end of this document.

I* means that this has been identified as an area of need and faculty is currently developing Introductory competencies

<p>SPPE 1: Data-based Decision Making and Accountability</p> <p>Beginning School Psychologists:</p>	PPS60090: Life Span Development	PPS60160: Hist of Supt Svcs & Soc Psyc in Ed Stgs	PPS61010: Practicum	PPS60250: Method of Educational Research	PPS60310: Consult, Program Development, & Eval	PPS61020: Practicum	PPS60480: Case Study Dvlpmnt: Psycho-ed Assmnt	PPS61030: Practicum	PPS60460: Assmnt of Lrng Probs & Interv Strats	PPS1040: Practicum	PPS60100: Mltcult Childrn, Adols, & Their Families	PPS60240: Family, School, and Community Collab	PPS61050: Practicum	PPS65520: Psychopathlogy and Psychopharmacology	PPS60290: Behavior Management in the Classroom	PPS61060: Practicum	PPS60490: Atypic Pops, Alt Eligibility Assessments	PPS65700: Individual Counseling	PPS60220: School Sfty, Vlnc Prvnt, Crisis Interv	PPS65800: Grp Counsel, Leadership, & Interv	PPS60140: Curric Inst & Acdm Acn & Mod Interv	PPS60340: Professional Roles: Comp Exam	PPS72200: Counseling Law and Ethics	PPS71010A: Internship	PPS72250: Addictions Counseling	PPS71010B: Internship	PPS72300: Advanced Multicultural Counseling	PPS71020A: Internship	PPS72350: Crisis/Trauma Counseling	PPS60450: Career Counseling	PPS71020B: Internship	PPS72400: Adv Counsel / Therapeutic Techniques
<p>1.0 Candidates have knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills in the use of</p>																																

<p>SPPE 2: Consultation and Collaboration</p> <p>Beginning School Psychologists:</p>	PPS60090: Life Span Development	PPS60160: Hist of Supt Svcs & Soc Psyc in Ed Stgs	PPS61010: Practicum	PPS60250: Method of Educational Research	PPS60310: Consult, Program Development, & Eval	PPS61020: Practicum	PPS60480: Case Study Dvlpmnt: Psycho-ed Assmnt	PPS61030: Practicum	PPS60460: Assmnt of Lrng Probs & Interv Strats	PPS1040: Practicum	PPS60100: Mltcult Chldrn, Adols, & Their Families	PPS60240: Family, School, and Community Collab	PPS61050: Practicum	PPS65520: Psychopathly and Psychopharmacology	PPS60290: Behavior Management in the Classroom	PPS61060: Practicum	PPS60490: Atypic Pops, Alt Eligibility Assessments	PPS65700: Individual Counseling	PPS60220: School Sfty, Vlnc Prvnt, Crisis Interv	PPS65800: Grp Counsel, Leadership, & Interv	PPS60140: Curric Inst & Acdm Acm & Mod Interv	PPS60340: Professional Roles: Comp Exam	PPS72200: Counseling Law and Ethics	PPS71010A: Internship	PPS72250: Addictions Counseling	PPS71010B: Internship	PPS72300: Advanced Multicultural Counseling	PPS71020A: Internship	PPS72350: Crisis/Trauma Counseling	PPS60450: Career Counseling	PPS71020B: Internship	PPS72400: Adv Counsel / Therapeutic Techniques		
<p>2.0 Candidates have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, school staff, and community agencies across academic, behavioral and social/emotional domains. Candidates promote effective coordination and implementation of services. As part of a systematic and comprehensive process of</p>					-								-																					

<p>SPPE 5: Direct and Indirect Services - School Wide Practices to Promote Learning Beginning School Psychologists:</p>	PPS60090: Life Span Development	PPS60160: Hist of Supt Svcs & Soc Psyc in Ed Stgs	PPS61010: Practicum	PPS60250: Method of Educational Research	PPS60310: Consult, Program Development, & Eval	PPS61020: Practicum	PPS60480: Case Study Dvlpmt: Psycho-ed Assmnt	PPS61030: Practicum	PPS60460: Assmnt of Lrng Probs & Interv Strats	PPS1040: Practicum	PPS60100: Mltcult Childrn, Adols, & Their Families	PPS60240: Family, School, and Community Collab	PPS61050: Practicum	PPS65520: Psychopathlgy and Psychopharmacology	PPS60290: Behavior Management in the Classroom	PPS61060: Practicum	PPS60490: Atypic Pops, Alt Eligibility Assessments	PPS65700: Individual Counseling	PPS60220: School Sfty, Vlnc Prvnt, Crisis Interv	PPS65800: Grp Counsel, Leadership, & Interv	PPS60140: Curric Inst & Acadm Acm & Mod Interv	PPS60340: Professional Roles: Comp Exam	PPS72200: Counseling Law and Ethics	PPS71010A: Internship	PPS72250: Addictions Counseling	PPS71010B: Internship	PPS72300: Advanced Multicultural Counseling	PPS71020A: Internship	PPS72350: Crisis/Trauma Counseling	PPS60450: Career Counseling	PPS71020B: Internship	PPS72400: Adv Counsel / Therapeutic Techniques		
<p>5.0 Candidates have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventative and responsive services. Candidates have knowledge of dual language learner needs in promoting learning and social skills development. Candidates implement school-wide multi-</p>																																		

<p>SPPE 6: School-wide Practices to Promote Behavioral and Mental Health</p> <p>Beginning School Psychologists:</p>	PPS60090: Life Span Development	PPS60160: Hist of Supt Svcs & Soc Psyc in Ed Stgs	PPS61010: Practicum	PPS60250: Method of Educational Research	PPS60310: Consult, Program Development, & Eval	PPS61020: Practicum	PPS60480: Case Study Dvlpmt: Psycho-ed Assmnt	PPS61030: Practicum	PPS60460: Assmnt of Lrng Probs & Interv Strats	PPS1040: Practicum	PPS60100: Mltcult Chldrn, Adols, & Their Families	PPS60240: Family, School, and Community Collab	PPS61050: Practicum	PPS65520: Psychopathly and Psychopharmacology	PPS60290: Behavior Management in the Classroom	PPS61060: Practicum	PPS60490: Atypic Pops, Alt Eligibility Assessments	PPS65700: Individual Counseling	PPS60220: School Sfty, Vlnc Prvnt, Crisis Interv	PPS65800: Grp Counsel, Leadership, & Interv	PPS60140: Curric Inst & Acadm Acm & Mod Interv	PPS60340: Professional Roles: Comp Exam	PPS72200: Counseling Law and Ethics	PPS71010A: Internship	PPS72250: Addictions Counseling	PPS71010B: Internship	PPS72300: Advanced Multicultural Counseling	PPS71020A: Internship	PPS72350: Crisis/Trauma Counseling	PPS60450: Career Counseling	PPS71020B: Internship	PPS72400: Adv Counsel / Therapeutic Techniques
<p><i>6.0 Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, school response and recovery, and discipline policies to support multi-tiered prevention. Candidates have knowledge of evidence-based</i></p>		-										-	-																			

<p>SPPE 7: Family-school Collaboration Beginning School Psychologists:</p>	PPS60090: Life Span Development	PPS60160: Hist of Supt Svcs & Soc Psyc in Ed Stgs	PPS61010: Practicum	PPS60250: Method of Educational Research	PPS60310: Consult, Program Development, & Eval	PPS61020: Practicum	PPS60480: Case Study Dvlpmnt: Psycho-ed Assmnt	PPS61030: Practicum	PPS60460: Assmnt of Lrng Probs & Interv Strats	PPS1040: Practicum	PPS60100: Mltcult Chldrn, Adols, & Their Families	PPS60240: Family, School, and Community Collab	PPS61050: Practicum	PPS65520: Psychopathlgy and Psychopharmacology	PPS60290: Behavior Management in the Classroom	PPS61060: Practicum	PPS60490: Atypic Pops, Alt Eligibility Assessments	PPS65700: Individual Counseling	PPS60220: School Sfty, Vlnc Prvnt, Crisis Interv	PPS65800: Grp Counsel, Leadership, & Interv	PPS60140: Curric Inst & Acdm Acm & Mod Interv	PPS60340: Professional Roles: Comp Exam	PPS72200: Counseling Law and Ethics	PPS7101A: Internship	PPS72250: Addictions Counseling	PPS7101B: Internship	PPS72300: Advanced Multicultural Counseling	PPS7102A: Internship	PPS72350: Crisis/Trauma Counseling	PPS60450: Career Counseling	PPS7102B: Internship	PPS72400: Adv Counsel / Therapeutic Techniques		
<p><i>7.0 Candidates have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health. Candidates utilize effective methods to develop collaboration</i></p>		-														-			-															

<p>SPPE 9: Research and Program Evaluation</p> <p>Beginning School Psychologists:</p>	PPS60090: Life Span Development	PPS60160: Hist of Supt Svcs & Soc Psyc in Ed Stgs	PPS61010: Practicum	PPS60250: Method of Educational Research	PPS60310: Consult, Program Development, & Eval	PPS61020: Practicum	PPS60480: Case Study Dvlpmnt: Psycho-ed Assmnt	PPS61030: Practicum	PPS60460: Assmnt of Lrng Probs & Interv Strats	PPS1040: Practicum	PPS60100: Mltcult Chldrn, Adols, & Their Families	PPS60240: Family, School, and Community Collab	PPS61050: Practicum	PPS65520: Psychopathly and Psycho pharmacology	PPS60290: Behavior Management in the Classroom	PPS61060: Practicum	PPS60490: Atypic Pops, Alt Eligibility Assessments	PPS65700: Individual Counseling	PPS60220: School Sfty, Vlnc Prvnt, Crisis Interv	PPS65800: Grp Counsel, Leadership, & Interv	PPS60140: Curric Inst & Acdm Acm & Mod Interv	PPS60340: Professional Roles: Comp Exam	PPS72200: Counseling Law and Ethics	PPS71010A: Internship	PPS72250: Addictions Counseling	PPS71010B: Internship	PPS72300: Advanced Multicultural Counseling	PPS71020A: Internship	PPS72350: Crisis/Trauma Counseling	PPS60450: Career Counseling	PPS71020B: Internship	PPS72400: Adv Counsel / Therapeutic Techniques
<p>9.0 Candidates have core foundational knowledge and experiences to implement practices and strategies in research and program evaluation. Candidates have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for</p>																																

Program Syllabi:

PPS60090: Life Span Development

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Apply major theories related to human development across the lifespan to real-world scenarios.	Application	Standard 2, 11	Standard 21	Standard 17, 20	Week 2: Mental Health Pamphlet
CLO2: Evaluate biological and contextual factors influencing human development across the lifespan.	Engagement	Standard 2	Standard 21, 29	Standard 17	Course Project–Weeks 2 & 3
CLO3: Interpret strategies for promoting optimal human development across the lifespan.	Leadership, Application	Standard 2, 5, 9	Standard 19, 21	Standard 21, 22	Week 5: Social & Emotional Development Outline Course Project–Weeks 6 & 7
CLO4: Analyze the role of a school psychologist and school counselor as it relates to the study of human development across the lifespan.	Leadership, Application	Standard 11	Standard 29	Standard 21	Week 8: Course Reflection Paper
CLO5: Explain diversity issues and special needs related to human development across the lifespan.	Dedication, Application	Standard 3	Standard 21, 23	Standard 21	Course Project–Week 4

Week 1: Life-Span Perspective & Biological Beginnings

Learning Objectives

1.1 Describe the main theories of human development.	CLO1, CLO2
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1.2 Explain some of the ways heredity and environment interact to produce individual differences in development.	CLO2, CLO3, CLO5
1.3 Characterize the course of prenatal development and its hazards.	CLO2, CLO5

Activities and Resources

Readings	1.1, 1.2, 1.3
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A Topical Approach to Life-Span Development

- Ch. 1: Introduction
- Ch. 2: Biological Beginnings

YouTube

View the following videos:

- [“Anatomy and Physiology of Embryological Fetal Development”](#) [49:15]
- [“Twins: Research into Nature and Nurture”](#) [27:07]

Preparation: Course Project	N/A
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As part of this course you will work in groups to create a website for parents about lifespan development from childhood to adolescence that provides information, resources, and tools about what to expect and different ways to approach biological, behavioral, and cognitive changes.

This project will span the entire course and, as a group, submit the progress made in various weeks of the course. Below is a basic outline of everything that needs to be included in your website.

Review specific directions for each week’s submissions in the week they are due:

- Week 1: Basic layout with various pages of your website identified and built
- Week 2: Video that discuss the major changes that occur in the body from birth through death
- Week 3: Fact page about fine and gross motor milestones.

- Week 4: Presentation about intelligence, giftedness, and intellectual disabilities
- Week 6: Recommendations for parents and schools about moral development
- Week 7: Parenting styles and their probable outcomes
- Week 8: Pamphlet about death and grieving

Assignments

Discussion: Nature vs. Nurture Debate	1.2, 1.3
<p>Respond to the following prompts, in approximately one paragraph, in the Nature vs. Nurture Debate discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What do you think about the nature vs. nurture debate?• During fetal development and early childhood, how important are heredity and environment? <p>Include rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Theories of Human Development Chart	1.1
<p>Create a one-to two-page chart summarizing the theories of Freud, Erickson, Piaget, Vygotsky, Skinner, Bandura, and Bronfenbrenner.</p> <p>Ensure your chart contains a clearly defined section and bulleted information about each theorist.</p> <p>Submit your chart as a Word document by Sunday.</p>	

Assignment: Course Project–Website Outline	N/A
<p>Schedule a time to meet with your group to review the components of the Course Project.</p> <p>Create a basic shell for your website using an online tool such as Weebly, Google Sites, Wix, or other tool with which you are familiar.</p> <p>Submit a working link to your shell by Sunday.</p>	
<p>Faculty Note</p> <p>You will need to edit this assignment to create the groups and add students to the groups. Canvas allows you to have students self-select their group, automatically create groups with random assignment, or manually create groups so you can place students in groups.</p> <p>View the "Groups: Creation and Management (Instructors)" video [6:00] from the Canvas video guides.</p> <p>Note. If you decide to manually create and assign students to groups, make sure to post an announcement identifying the groups by the end of the day Monday of Week 1.</p>	

[Week 2: Physical Development, Aging, & Health](#)

[Learning Objectives](#)

2.1 Explain major changes in the body through the lifespan.	CLO2, CLO5
2.2 Determine methods for school psychologists and school counselors to support students through brain changes during their lifespan.	CLO2, CLO3, CLO4
2.3 Describe developmental changes in health.	CLO2

Activities and Resources

Readings	2.1, 2.2, 2.3
<i>A Topical Approach to Life-Span Development</i>	
<ul style="list-style-type: none">Ch. 3: Physical Development and Biological AgingCh. 4: Health	
<i>Alliant Library</i>	
<ul style="list-style-type: none">Bagshaw, S. (2016). what English teachers need to know about teenage brains. <i>English In Aotearoa</i>, (89), 26-30.D'Arcangelo, M. (2003). On the Mind of a Child. <i>Educational Leadership</i>, 60(7), 6.	
<i>PBS Frontline Video</i>	
"Inside the Teenage Brain" [52:52]	

Assignments

Discussion: Aging	2.1
Respond to the following prompts, in approximately one paragraph, in the Aging discussion forum by Wednesday:	
<ul style="list-style-type: none">What are the four main biological theories of aging?What do centenarians have in common?To what age do you think you will live? Why?	
Include rationale from the textbook, other provided resources, and personal experience to support your position.	
Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like	

them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Mental Health Pamphlet

2.2

Create a resource pamphlet for school based mental health practitioners that includes the following information:

- Two- to three-paragraph summary of brain development in children ages 3–22.
- Resource list of a combination of five research based resources with a short description:
 - Alliant's online library
 - Reputable teaching videos
 - At least one research-based program that would assist school counselors and psychologists in understanding and addressing issues of brain development in school-aged children.

Utilize Word or an online tool such as [Lucidpress](#) or [Canva](#) to make your pamphlet.

Submit your pamphlet by Sunday. If you used an online tool submit a working link to your pamphlet.

Assignment: Course Project–Biological and Health Changes Presentation

2.3

Create a short presentation or video about the major changes that occur in the body from birth through death.

Include biological changes and changes in health.

Reference Ch. 3 & 4 of *A Topical Approach to Life-Span Development* and two outside sources in your presentation or video.

Embed the presentation or video in your Course Project Website.

Submit a working link with directions to the location of the presentation or video by Sunday.

Note. If you create a presentation, consider using Slide Share or Prezi to easily embed the presentation in your website. If you create a video, ensure it is in a format that can be easily played such as MP3 or MP4.

Faculty Note

You will need to edit this assignment to link it to the group set created in Week 1.

Week 3: Motor Development & Cognitive Development

Learning Objectives

3.1 Explain the development of fine and gross motor skills.	CLO1, CLO2, CLO3, CLO4
3.2 Evaluate Piaget and Vygotsky’s theories of cognitive development.	CLO1
3.3 Apply Piaget and Vygotsky’s theories to the educational setting.	CLO1, CLO4

Activities and Resources

Readings	3.1, 3.2, 3.3
<i>A Topical Approach to Life-Span Development</i>	
<ul style="list-style-type: none"> Ch. 5: Motor, Sensory, and Perceptual Development Ch. 6: Cognitive Developmental Approaches 	
<i>Alliant Library</i>	
Powell, K. C., & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom . <i>Education</i> , 130(2), 241-250.	
<i>Online Resources</i>	

- “[Kids and Developmental Milestones: Fine Motor Skills](#)” video [4:44] from FOX8 posted April 11, 2016 by Web Staff.
- “[Baby Milestones: Motor Development](#)” video [7:26] from YouTube.

Assignments

Discussion: Piaget & Vygotsky’s Theories	3.2, 3.3
<p>Respond to the following prompts, in approximately two paragraphs, in the Piaget & Vygotsky’s Theories discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What are the similarities and differences between Piaget and Vygotsky’s theories?• How will you use Piaget and Vygotsky’s theories in your professional practice? <p>Include rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Course Project–Milestones Fact Sheet	3.1
<p>Develop a one-page fact sheet for parents about fine and gross motor milestones that can be downloaded from the Course Project Website.</p> <p>Include information about healthy activities for children that encourage good fine and gross motor development.</p> <p>Reference information from the textbook, videos, and at least one other resource of your choosing.</p>	

Submit a working link with directions to the location of the fact sheet by Sunday.
Faculty Note
You will need to edit this assignment to link it to the group set created in Week 1.

[Week 4: Information Processing, Intelligence & Language Development](#)

Learning Objectives

4.1 Explain the Information-Processing approach to development.	CLO1
4.2 Analyze attention, memory, thinking, and metacognition in relation to the educational process.	CLO1, CLO2, CLO4, CLO5
4.3 Explain the characteristics of intellectual disability, giftedness, and creativity.	CLO1, CLO5
4.4 Describe language development through the lifespan.	CLO2, CLO4
4.5 Determine the biological and environmental contributions to language skills.	CLO2, CLO3, CLO5

Activities and Resources

Readings	4.1, 4.2, 4.3, 4.4, 4.5
<i>A Topical Approach to Life-Span Development</i>	
<ul style="list-style-type: none"> • Ch. 7: Information Processing • Ch. 8: Intelligence • Ch. 9: Language Development 	
<i>Alliant Library</i>	

<ul style="list-style-type: none"> • DeNisco, A. (2016). Why aren't more black students identified as gifted?. <i>District Administration</i>, 52(4), 16. • Allen, J. K., Robbins, M. A., Payne, Y. D., & Brown, K. B. (2016). Using Enrichment Clusters to Address the Needs of Culturally and Linguistically Diverse Learners. <i>Gifted Child Today</i>, 39(2), 84-97.
<p>Online Resources</p> <ul style="list-style-type: none"> • “Information processing model: Sensory, working, and long term memory MCAT Khan Academy” video [7:33] from YouTube. • “The Neuroscience of Memory - Eleanor Maguire” video [1:07:12] from YouTube. • “The birth of a word” a TED Talk video [19:52] by Deb Roy from TED2011.

Assignments

Discussion: Educational & Development Constructs	4.1, 4.2
<p>Respond to the following prompts, in approximately two paragraphs, in the Educational & Development Constructs discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • What are the characteristics of and interrelationships between attention, memory, thinking, and metacognition? • What do you think about the Information-Processing Theory? • How will you use these constructs in your professional practice? <p>Include rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Language Development Resource	4.4, 4.5
<p>Develop a one-page parent resource detailing typical language development.</p>	

Include information about how parents may provide an enriched environment for optimal language development.

Reference information from the resources provided this week.

Submit your resource as a Word document by Sunday.

Assignment: Course Project–Intelligence Presentation

4.3

Create a short presentation or video about intelligence that includes the following information:

- Properties of intelligence
- Giftedness
- Intellectual disabilities

Reference information from the resources provided this week.

Embed the presentation or video in your Course Project Website.

Submit a working link with directions to the location of the presentation or video by Sunday.

Note. If you create a presentation, consider using Slide Share or Prezi to easily embed the presentation in your website. If you create a video, ensure it is in a format that can be easily played such as MP3 or MP4.

Faculty Note

You will need to edit this assignment to link it to the group set created in Week 1.

[Week 5: Emotional Development, Attachment, Identity & Personality](#)

[Learning Objectives](#)

5.1 Explain the development of emotion through the lifespan.	CLO2, CLO5
5.2 Explain the development of attachment.	CLO2, CLO3, CLO4, CLO5
5.3 Determine the key facets of identity development.	CLO1, CLO2
5.4 Explain the development of personality in adulthood.	CLO1, CLO2

Activities and Resources

Readings	5.1, 5.2, 5.3, 5.4
<p><i>A Topical Approach to Life-Span Development</i></p> <ul style="list-style-type: none"> Ch. 10: Emotional Development and Attachment Ch. 11: The Self, Identity, and Personality 	
<p>Online Resources</p> <p>Listen to “Science of Sadness and Joy: ‘Inside Out’ Gets Childhood Emotions Right” from Health News from NPR posted on June 13, 2015 with Jon Hamilton and Neda Ulaby.</p> <p>Read the following article: Karen, R. (1990). Becoming Attached. <i>The Atlantic</i>.</p> <p>View the “Bruce D. Perry: Social & Emotional Development in Early Childhood” video [1:00:27] from YouTube.</p> <p>Note. It is recommended that you watch “Inside Out” from Disney Pixar. If you have a Netflix account, this movie is available as DVD only.</p>	

Assignments

Discussion: Childhood Emotions	5.1
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Respond to the following prompts, in approximately one paragraph, in the Childhood Emotions discussion forum by Wednesday:

- Do you think the NPR broadcast “Science of Sadness and Joy: ‘Inside Out’ Gets Childhood Emotions Right” correlates well with the information from your textbook? Where do you see the correlations?
- If you have seen the movie, what are your personal reflections about this movie and its use in describing and processing emotions with children?

Include rationale from the textbook, other provided resources, and personal experience to support your position.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Attachment

5.2

Respond to the following prompts, in approximately one paragraph, in the Attachment discussion forum by Wednesday:

- Do you think the article *Becoming Attached*, written in 1990, is still relevant and accurate today? Why or why not?
- How might poor attachment or attachment disorders impact a child’s ability to participate in the educational process?
- How might you support teachers with students who are teaching students with attachment-related issues?

Include rationale from the textbook, other provided resources, and personal experience to support your position.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Social & Emotional Development Outline	5.1, 5.2, 5.3, 5.4
Outline the presentation given by Dr. Bruce Perry in the video “ <i>Bruce D. Perry: Social & Emotional Development in Early Childhood.</i> ”	
Include three- to four-paragraphs discussing the information you found most relevant to your future career as school psychologist or school counselor.	
Submit your outline and discussion as a Word document by Sunday.	

Assignment: Personality Reflection Paper	5.3, 5.4
Take the Big Five Project Personality Test .	
Write a one-page reflection paper on the results of the personality test.	
Include the following in your reflection:	
<ul style="list-style-type: none">• A description of the key facets of identity development.• An analysis of the accuracy and usefulness of the personality test based on the results.	
Submit your reflection paper as a Word document by Sunday.	

[Week 6: Gender, Sexuality & Moral Development](#)

Learning Objectives

6.1 Analyze biological, social, and cognitive influences on gender.	CLO2, CLO4, CLO5
6.2 Explain the development of sexuality through the lifespan.	CLO2, CLO4, CLO5

6.3 Analyze theory and research on moral thought, behavior, feeling, and personality.	CLO1, CLO2
6.4 Determine the impact of parents and schools on moral development of children.	CLO2, CLO3, CLO4

Activities and Resources

Readings	6.1, 6.2, 6.3, 6.4
<p><i>A Topical Approach to Life-Span Development</i></p> <ul style="list-style-type: none"> Ch. 12: Gender and Sexuality Ch. 13: Moral Development, Values, and Religion 	
<p><i>Alliant Library</i></p> <ul style="list-style-type: none"> Goldberg, A. E., & Garcia, R. L. (2016). Gender-typed behavior over time in children with lesbian, gay, and heterosexual parents. <i>Journal of Family Psychology</i>, 30(7), 854-865. Tolman, D. L., & McClelland, S. I. (2011). Normative Sexuality Development in Adolescence: A Decade in Review, 2000-2009. <i>Journal of Research on Adolescence</i> (Wiley-Blackwell), 21(1), 242-255. 	
<p><i>Online Resource</i></p> <p>View the “Rick Weissbourd - Promoting Moral Development in Schools - GoodWork Conference 2013” video [7:50] from YouTube.</p>	

Assignments

Discussion: Gender Development	6.1, 6.2
<p>Respond to the following prompts, in approximately one paragraph, in the Gender Development discussion forum by Wednesday:</p> <ul style="list-style-type: none"> What do you see as the most important factor in gender development- biological, social, or cognitive? Why? Why will an understanding of gender development will be important in your professional practice? 	

Include rationale from the textbook, other provided resources, and personal experience to support your position.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Gender & Moral Development Paper

6.3

Write a one- to-two-page reflection on your own gender, sexual, or moral development over a five-year period.

Include a two-paragraph factual overview of the three spheres:

- Gender development
- Sexual development
- Moral development

Reference the textbook and other relevant journal articles in your paper.

Submit your reflection as a Word document by Sunday.

Assignment: Course Project–Theories of Morality Chart

6.4

Create a chart for parents and schools that addresses moral development in children that can be downloaded from the Course Project Website.

Include at least four sections in your chart:

- Two sections describing Piaget and Kohlberg’s Theories of Morality

- One section that outlines recommendations for parents
- One section that outlines recommendations for schools

Reference the textbook and video resources provided this week in your chart.

Submit a working link with directions to the location of the chart by Sunday.

Faculty Note

You will need to edit this assignment to link it to the group set created in Week 1.

[Week 7: Families, Lifestyles, Parenting, Peers & the Sociocultural World](#)

Learning Objectives

7.1 Analyze the impact of parenting on children’s development.	CLO1, CLO2, CLO4
7.2 Explain the role of friendship through the lifespan.	CLO2, CLO4
7.3 Summarize the social aspects of aging.	CLO2, CLO5

Activities and Resources

Readings	7.1, 7.2, 7.3
<i>A Topical Approach to Life-Span Development</i>	
<ul style="list-style-type: none"> • Ch. 14: Families, Lifestyles, and Parenting • Ch. 15: Peers and the Sociocultural World 	
<i>Alliant Library</i>	

- Abbott, J. (1872). [Gentle punishment of disobedience](#). In, *Gentle measures in the management and training of the young; or, The principles on which a firm parental authority may be established and maintained, without violence or anger, and the right development of the moral mental capacities be promoted by methods in harmony with the structure and the character of the juvenile mind* (pp. 43-59). New York, NY, US: Harper & Brothers.
- Mendez, M., Durtschi, J., Nepl, T. K., & Stith, S. M. (2016). [Corporal punishment and externalizing behaviors in toddlers: The moderating role of positive and harsh parenting](#). *Journal Of Family Psychology*, 30(8), 887-895.
- Hart, T. (2016). [All You Need Is — One Good One](#). *Lesbian News*, 41(9), 20.
- Toepoel, V. (2013). [Ageing, Leisure, and Social Connectedness: How could Leisure Help Reduce Social Isolation of Older People?](#). *Social Indicators Research*, 113(1), 355-372.

Online Resources

Nunes, F., & Mota, C. P. (2016). [Parenting styles and suicidal ideation in adolescents: Mediating effect of attachment](#). *Journal of Child and Family Studies*, doi:10.1007/s10826-016-0611-6

Assignments

Discussion: Parental Styles	7.1
<p>Respond to the following prompts, in approximately two paragraphs, in the Parental Styles discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Compare the article readings this week with the parenting information in the textbook.• What is the impact of parental styles on a child's participation in the educational process?• How might you support parents in your professional practice? <p>Include rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like	

them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Friendship Paper

7.2, 7.3

Write a 1- to 2-page paper that explains the role of friendship throughout the lifespan.

Address the social aspects of ageing and protective factors and behaviors.

Reference the textbook, the article by Toepoel, and two additional sources.

Submit your paper as a Word document by Sunday.

Assignment: Course Project–Outcomes of Parenting Styles

7.1

Create an illustrated visual chart describing the four parenting styles and their probable outcomes.

Utilize Word or an online tool such as [Lucidpress](#) or [Canva](#) to make your illustration.

Include 3- to 4-sentences at the bottom of the chart explaining the style most likely to result in positive outcomes across settings.

Submit your illustration by Sunday. If you used an online tool submit a working link to your pamphlet.

Faculty Note

You will need to edit this assignment to link it to the group set created in Week 1.

[Week 8: School, Achievement, Work, Death, Dying & Grieving](#)

[Learning Objectives](#)

8.1 Determine the key aspects of achievement and the dangers of an inappropriate over-emphasis on achievement by educators.	CLO2, CLO3, CLO4, CLO5
8.2 Explain death and the attitudes about it at different points in development.	CLO2, CLO3
8.3 Determine ways school counselors and school psychologists may assist a bereaved student cope with the death of another person.	CLO1, CLO2, CLO3, CLO4

Activities and Resources

Readings	8.1, 8.2, 8.3
<i>A Topical Approach to Life-Span Development</i>	
<ul style="list-style-type: none"> Ch. 16: Schools, Achievement, and Work Ch. 17: Death, Dying, and Grieving 	
<i>Alliant Library</i>	
Traeger, J. (2011). Supporting Your Grieving Child . <i>Journal of Palliative Medicine</i> , 14(1), 116-117.	
<i>Online Resources</i>	
Explore the following websites:	
<ul style="list-style-type: none"> Educators and Self-Injury Coalition to Support Grieving Students 	
Read the following articles:	
<ul style="list-style-type: none"> Nadworny, E. (2015). Grief in the Classroom: ‘Saying Nothing Says a Lot’. NPR Ed from NPR.org. Schonfeld, D. J., & Demaria, T. (2016). Supporting the Grieving Child and Family. <i>Pediatrics</i>, 138(3), e1-e12. 	
<i>Race to Nowhere</i>	
View the “ Race to Nowhere ” video overview [2:26] from YouTube.	

Explore the [Race to Nowhere: Transforming Education from the Ground Up](#) website.

Note. It is recommended that you watch “Race to Nowhere” documentary. If you have a Netflix account, this movie is available free to stream.

Assignments

Discussion: Achievement Culture	8.1
<p>Respond to the following prompts, in approximately two paragraphs, in the Achievement Culture discussion forum by Wednesday:</p> <ul style="list-style-type: none">• How are achievement and the issues of an achievement culture discussed in Race to Nowhere interrelated with self-injury and suicide?• How will this information be useful to you in the future as a practicing school psychologist or school counselor? <p>Include rationale from the textbook, other provided resources, and personal experience to support your position.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Course Reflection Paper	CLO3, CLO4
<p>Write a one-page reflection paper of your learning throughout the lifespan development course.</p> <p>Include the following in your reflection:</p> <ul style="list-style-type: none">• Three key points you learned from the course• How you will use that information in your career as a school psychologist or school counselor	

Reference the textbook, journal articles, videos, and any other resources relevant to your comments.

Cite your resources using APA format.

Submit your reflection as a Word document by Sunday.

Assignment: Course Project–Conceptualizing Death

8.2, 8.3

Create a resource pamphlet for parents about death and the attitudes about it at different points in development.

Include information about the ability to conceptualize and understand death from childhood thru adolescence.

Provide strategies for the following:

- How parents may support their child through the grieving process.
- What school personnel can do to help support the family.

Utilize Word or an online tool such as [Lucidpress](#) or [Canva](#) to make your pamphlet.

Submit your pamphlet by Sunday. If you used an online tool submit a working link to your pamphlet.

Faculty Note

You will need to edit this assignment to link it to the group set created in Week 1.

Bibliography

1. Abbott, J. (1872). Gentle punishment of disobedience. In, *Gentle measures in the management and training of the young; or, The principles on which a firm parental authority may be established and maintained, without violence or anger, and the right development of the moral mental capacities be promoted by methods in harmony with the structure and the character of the juvenile mind* (pp. 43-59). New York, NY, US: Harper & Brothers. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=psyh&AN=2009-19226-004&site=ehost-live&scope=site>.
2. Allen, J. K., Robbins, M. A., Payne, Y. D., & Brown, K. B. (2016). Using Enrichment Clusters to Address the Needs of Culturally and Linguistically Diverse Learners. *Gifted Child Today*, 39(2), 84-97. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=113829454&site=ehost-live&scope=site>.

3. Bagshaw, S. (2016). what English teachers need to know about teenage brains. *English In Aotearoa*, (89), 26-30. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=119544980&site=ehost-live&scope=site>.
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7. Hart, T. (2016). All You Need Is — One Good One. *Lesbian News*, 41(9), 20. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ulh&AN=114253284&site=ehost-live&scope=site>.
8. Mendez, M., Durtschi, J., Neppl, T. K., & Stith, S. M. (2016). Corporal punishment and externalizing behaviors in toddlers: The moderating role of positive and harsh parenting. *Journal Of Family Psychology*, 30(8), 887-895. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=psych&AN=2016-06809-001&site=ehost-live&scope=site>.
9. Nunes, F., & Mota, C. P. (2016). Parenting styles and suicidal ideation in adolescents: Mediating effect of attachment. *Journal of Child and Family Studies*, doi:10.1007/s10826-016-0611-6. Retrieved from <http://rdcu.be/n6XW>.
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14. Traeger, J. (2011). Supporting Your Grieving Child. *Journal of Palliative Medicine*, 14(1), 116-117. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=aph&AN=60542225&site=ehost-live&scope=site>.

Rubrics

Discussion Rubric–1 Paragraph (Weeks 1, 2, 5, & 6)

	Exemplary 100%	Good 67%	Needs Improvement 33%
Initial Response to the Forum Topic (3 points)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to First Peer's Response to the Forum Topic (1 point)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Feedback to Second Peer's Response to the Forum Topic (1 point)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
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Discussion Rubric–2 Paragraphs (Weeks 3, 4, 7, & 8)

	Exemplary 100%	Good 67%	Needs Improvement 33%
Initial Response to the Forum Topic (4 points)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to First Peer's Response to the Forum Topic (1 point)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
Feedback to Second Peer's Response to the Forum Topic (1 point)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Theories of Human Development Chart/ Mental Health Pamphlet/ Language Development Resource

Category	Exemplary 100%	Good 75%	Needs Improvement 50%	Poor 25%
Alignment of Theory and Practice (2 pts)	Clear evidence of connection to theory or research. Frequent and clear references are made to facts, concepts, and cited resources. Students and teachers will learn from this project.	Adequate evidence of connection to theory or research. Students and teachers are likely to learn from this project.	Some evidence of connection to theory or research. Students and teachers may learn from this project.	No evidence of connection to theory or research. Students and teachers are not likely to learn from this project.
Subject Knowledge (2 pts)	Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.	Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct.	Some subject knowledge is evident. Some information is confusing, incorrect, or flawed.	Subject knowledge is not evident. Information is confusing, incorrect, or flawed.
Originality (1 pts)	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.

		that collection to offer new insights.		
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Course Project–Website Outline

Category	Exemplary 100%	Good 75%	Needs Improvement 50%	Poor 25%
Originality (2 pts)	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.

Course Project–Biological and Health Changes Presentation/ Milestones Fact Sheet/ Intelligence Presentation/ Social & Emotional Development Outline/ Theories of Morality Chart/ Outcomes of Parenting Styles/ Conceptualizing Death

Category	Exemplary 100%	Good 75%	Needs Improvement 50%	Poor 25%
Alignment of Theory and Practice (1.5 pts)	Clear evidence of connection to theory or research. Frequent and clear references are made to facts, concepts, and cited resources. Students and teachers will learn from this project.	Adequate evidence of connection to theory or research. Students and teachers are likely to learn from this project.	Some evidence of connection to theory or research. Students and teachers may learn from this project.	No evidence of connection to theory or research. Students and teachers are not likely to learn from this project.
Subject Knowledge (1.5 pts)	Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.	Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct.	Some subject knowledge is evident. Some information is confusing, incorrect, or flawed.	Subject knowledge is not evident. Information is confusing, incorrect, or flawed.
Originality (1 pts)	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.

Personality Reflection Paper/ Gender & Moral Development Paper/ Friendship Paper/ Course Reflection Paper

	Above Standards 100%	Meets Standards 75%	Approaching Standards 50%	Below Standards 25%
Focus or Thesis Statement (1 point)	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
Selection of Considerations & Evidence (2 points)	The most important considerations for this issue are identified and discussed objectively. Many references and examples from current professional sources are cited.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports a position on the issue. Includes a few citations.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports a position on the issue. A significant consideration is missed or evidence is very weak.	Considerations are not relevant or not explained.
Transitions (1 point)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are unclear.	The transitions between ideas are unclear OR nonexistent.
Grammar & Spelling (1 point)	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

PPS60160: History of Supportive Services and Social Psychology in Educational Settings

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework (L.E.A.D.)	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Identify historical influences of general education, the field of school psychology and school counseling.	Engagement	Standard 13	Standard 17 & 28	Standard 18 & 19	Week 8: Research Paper
CLO2: Determine the impact of educational policies, federal and state laws, statutes and case law on schools.	Engagement	Standard 1	Standard 19 & 29	Standard 19	Week 8: Research Paper
CLO3: Analyze the effect of major educational components within school systems on how school psychologists and school counselors work with teachers, students, parents, school staff, administrators and outside agency personnel.	Application	Standard 10 & 13	Standard 18	Standard 18	Week 8: Research Paper
CLO4: Identify regulations regarding credentialing, organizational and professional identity, training and practitioner growth, as well as professional organization.	Leadership	Standard 6	Standard 17	Standard 17 & 23	Week 8: Research Paper
CLO5: Interpret the legal and ethical expectations and guidelines of the school psychologist and school counselor professional roles.	Application	Standard 6	Standard 18	Standard 19	Week 4: Educational Philosophy Paper & Week 8: Research Paper
CLO6: Evaluate your impact on the direction of school psychology and school counseling on educational trends within the beginning of the 21st century.	Dedication	Standard 8	Standard 20 & 28	Standard 22	Week 8: Research Paper

Week 1: Origins of Contemporary School Psychology & School Counseling

Learning Objectives

1.4 Analyze major events that shaped American general education.	CLO1
1.5 Determine the impact of compulsory education in America.	CLO1, CLO2
1.6 Identify the three main sources of public school law, constitution and amendments, legislative statues, and case law.	CLO1, CLO2

Activities and Resources

Readings	1.1, 1.2, 1.3
<i>Ethics and Law for School Psychologists</i>	
<ul style="list-style-type: none"> Ch. 1: Ethics in School Psychology: An Introduction Ch. 2: Law and School Psychology: An Introduction 	
<i>History & Social Foundations of American Education</i>	
<ul style="list-style-type: none"> Ch. 1: Introduction: Applying History to Education Today Ch. 2: Shaping the Schools: Philosophical, Social, and Psychological Foundations 	
<i>Lecture</i>	
View the “Three Main Sources of Public School Law” lecture [8:05].	

Readings from Optional Texts	1.1, 1.2, 1.3
<i>School Psychology</i>	
<ul style="list-style-type: none"> Ch. 1: Introduction to the Field of School Psychology 	

- Ch. 2: Historical Development of School Psychology

School Counseling Principles

Ch. 1: The Genesis and Early Beginnings of School Counseling: Vocational Guidance

Preparation: Research Paper

CLO1, CLO2, CLO3

This course requires a Research Paper that deals with the historical development and current status of one issue of education, school psychology, or school counseling.

Read the Examples of Issues document for ideas. You may select an idea from this list without instructor approval. If you select an issue not on the list, submit your issue to your instructor for approval.

Review complete assignment directions located in Week 8.

Note. A rough draft will be due in Week 5 and your final paper is due in Week 8.

Assignments

Discussion: Important Historical Issues

1.1, 1.2, 1.3

View the "[Learning Matters: In Schools We Trust \(1997\)](#)" video [57:12] from YouTube.

Respond to the following prompts in the Important Historical Issues discussion forum by Wednesday:

- Based on the video, what important issues do you believe shaped current educational practices?
- Based on the video and textbook readings, how have these issues impacted the field of psychology and counseling?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like

them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Reflection Paper	N/A
<p>Write a 250-to 300-word reflection on why you became interested in the field of school psychology or school counseling.</p> <p>Format your reflection consistent with APA guidelines.</p> <p>Submit your reflection as a Word document by Sunday.</p>	

[Week 2: Historical Events that Helped Shape American Education](#)

Learning Objectives

2.4 Interpret various events, approaches and legislative acts in America that helped shape education, school psychology and school counseling.	CLO1, CLO2
2.5 Evaluate how selected events, approaches and legislative acts shaped American education, school psychology and school counseling.	CLO1, CLO2

Activities and Resources

Readings	2.1, 2.2
<p><i>History & Social Foundations of American Education</i></p> <ul style="list-style-type: none"> Ch. 3: American Education: Our European Heritage and the Colonial Influence Ch. 4: American Education: The American Revolution Ch. 5: American Education: 1812–1865 Ch. 6: American Education: 1865–1918 	

Online Resources

- [History of School Psychology Timeline](#) from the NY Association of School Psychology.
- [Guidance and School Counseling – A Brief History of School Guidance and Counseling in the United States](#)

Lecture

View the “Events that Helped Shape American Education” lecture [11:28].

Readings from Optional Texts	2.1, 2.2
<i>School Psychology</i> Review Ch. 2: Historical Development of School Psychology	
<i>School Counseling Principles</i> <ul style="list-style-type: none">• Ch. 2: The Expansion of Vocational Guidance in the 1920's: New Purposes, Challenges and Terminology• Ch. 3: The 1930s: A Decade of Turbulence, Retrenchment and the Formation of a New Organizational Structure	

Assignments

Discussion: Are Schools Failing	2.1, 2.2
<p>View the “Geoffrey Canada: Our failing schools. Enough is enough!” video [17:07] from TED Talks.</p> <p>Respond to the following prompt in the Are Schools Failing discussion forum by Wednesday: Compare this video with what John Dewey proposed around the turn of the century from the “<i>Learning Matters: In Schools We Trust (1997)</i>” video from Week 1.</p>	

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 3: Important People in the Fields of School Psychology & School Counseling](#)

Learning Objectives

3.4 Compare various school and clinical psychologists and counselors throughout American history.	CLO1, CLO2
3.5 Analyze the approaches of psychologists and counselors in history and how they shaped the American education system.	CLO1, CLO2, CLO3

Activities and Resources

Readings	3.1, 3.2
<p>Online Resources</p> <ul style="list-style-type: none"> • “Early Infantile Autism and the Refrigerator Mother Theory (1943-1970)” from the Embryo Project at Arizona State University: Arizona Board of Regents. • Yudell, M. (2012). “Why are the French still blaming mothers for autism?” The Inquirer Daily News: Philly.com. 	
<p>You Tube Videos</p> <ul style="list-style-type: none"> • “Blaming mothers for autism: REFRIGERATOR MOTHERS” [1:15] • “Refrigerator Mothers” [2:38] • “Heroism: REFRIGERATOR MOTHERS and Autism” [4:01] • “Refrigerator Mothers” [3:12] • “Bruno Bettelheim Attacks: REFRIGERATOR MOTHERS and AUTISM” [3:43] • “Whites only: Racism and Autism. REFRIGERATOR MOTHERS” [1:58] • “Fair Use & Documentary Examples of Fair Use - Refrigerator Mothers:The Dark Past Clips” [1:06] 	

- [“Jake: Math prodigy proud of his autism”](#) [13:49]

Lecture

View the “Individuals Who Influenced the Fields of School Psychology and School Counseling” lecture [13:24].

Readings from Optional Texts

3.1, 3.2

School Psychology

- Ch. 8: Practica, Internships, and Job Considerations
- Ch. 10: International School Psychology

School Counseling Principles

Ch. 4: The 1940s and 1950s: Expanding and Extending Guidance in the Schools

Preparation: Research Paper

N/A

Select an issue of education, school psychology, or school counseling to research. You may select an issue from the Examples of Issues document without instructor approval. If you select an issue not on this document, email your instructor for approval prior to beginning your research.

Begin working on your Research Paper due in Week 8.

[Assignments](#)

Discussion: Working with Parents

3.1, 3.2

Respond to the following prompt in the Working with Parents discussion forum by Wednesday: How might you, as a school psychologist or school counselor candidate, approach working with a parent of a student with a difficult *learning challenge*?

Utilize the information provided by your textbook readings and video clips to support your response.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 4: Educational Philosophies](#)

[Learning Objectives](#)

4.6 Evaluate the efficacy of various educational and philosophical trends in American Education.	CLO2, CLO3
4.7 Determine the impact of those educational and philosophical trends on the field of school psychology and school counseling.	CLO1, CLO3, CLO4, CLO5

[Activities and Resources](#)

Readings	4.1, 4.2
<i>History & Social Foundations of American Education</i>	
Review Ch. 2: Shaping the Schools: Philosophical, Social, and Psychological Foundations	
<i>Online Resource</i>	
View the “ Idealism -Realism-Pragmatism ” Slide Share.	

Readings from Optional Texts	4.1, 4.2
<p>School Psychology</p> <ul style="list-style-type: none">• Ch. 3: The Employment Context of School Psychologists• Ch. 4: Roles and Functions of School Psychologists	

Assignments

Discussion: Role & Function	4.2
<p>Respond to the following prompt in the Role & Function discussion forum by Wednesday: How does the statement “There is no single way to educate students?” fit within the role of the school psychologist or a school counselor?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Educational Philosophy Paper	4.1
<p>Consider the following educational philosophies:</p> <ul style="list-style-type: none">• Idealism• Realism• Pragmatism <p>Write a 250-to 300-word reflection paper on which philosophy is most compatible with your own beliefs.</p> <p>Explain why you feel that philosophy fits the best.</p>	

Format your reflection consistent with APA guidelines.

Submit your reflection as a Word document by Sunday.

Week 5: High-Stakes Assessment & Accountability in Education

Learning Objectives

5.5 Evaluate the efficacy of various methods of educational assessment practices in American Education.	CLO2, CLO3
5.6 Determine the impact of those assessment practices on current practices in the field of school psychology and school counseling.	CLO3, CLO4, CLO5

Activities and Resources

Readings	5.1, 5.2
<i>Ethics and Law for School Psychologists</i>	
<ul style="list-style-type: none"> Ch. 3: Privacy, Informed Consent, Confidentiality, and Record Keeping Ch. 6: Ethical and Legal Issues in Psychoeducational Assessment 	
<i>Education Week</i>	
View the " Learning Matters: Testing, Testing, Testing (1997) " video [56:47].	
<i>YouTube</i>	
View the " What is the standard deviation? " video [3:15].	

Readings from Optional Texts	5.1, 5.2
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School Psychology

- Ch. 6: The Preparation of School Psychologists
- Ch. 7: The Regulation of School Psychology

School Counseling Principles

Ch. 8: The Evolution of Accountability

Assignments

Discussion: Testing	5.1, 5.2
<p>Respond to the following prompts in the Testing discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What is the most significant think you learned from the Education Week and YouTube videos this week?• How would you use this information as a school psychologist or school counselor? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Research Paper–Rough Draft	CLO1, CLO2, CLO3
<p>At this point you should have completed all or most of your research for the Research Paper assignment due in Week 8.</p> <p>Begin drafting a rough outline of your research paper that includes:</p> <ul style="list-style-type: none">• Introduction of your issue• Explanation of why the issue is important	

- Indication of how the paper will be organized

Submit a rough draft or outline of your Research Paper assignment as a Word document by Sunday.

Week 6: Records, Privacy Issues, & Legal and Ethical Considerations

Learning Objectives

6.5 Evaluate the various issues in confidentiality, legal matters and ethical considerations directly related public schools today.	CLO3, CLO4, CLO5
6.6 Determine the impact of legal and ethical considerations to the field of school psychology and school counseling.	CLO3, CLO4, CLO5

Activities and Resources

Readings	6.1, 6.2
<p><i>Ethics and Law for School Psychologists</i></p> <p>Ch. 7: Ethical and Legal Issues in School-Based Interventions</p> <p>Review Ch. 6: Ethical and Legal Issues in Psychoeducational Assessment.</p>	
<p><i>History & Social Foundations of American Education</i></p> <p>Ch. 9: Educational Reform After 1980: The Search for Excellence</p>	
<p><i>Online Resources</i></p> <ul style="list-style-type: none"> • Both Candidates <ul style="list-style-type: none"> ○ View the “FERPA” SlideShare ○ Association of State and Territorial Health Officials, Comparison of FERPA and HIPAA Privacy Rule for Accessing Student Health Data Fact Sheet 	

- Twin Rivers Unified School District Student Services Department, [The School Attendance Review Board \(SARB\)](#)
- National Coalition for the Homeless, [McKinney-Vento Act](#)
- School Psychologist Candidates
 - California Association of School Psychologists, [Code of Ethics](#)
 - National Association of School Psychologists, [Principles for Professional Ethics](#)
- School Counseling Candidates
 - American School Counselor Association, [Ethical Standards for School Counselors](#)
 - American School Counselor Association, [The Role of the School Counselor](#)

Readings from Optional Texts	6.1, 6.2
<i>School Counseling Principles</i> <ul style="list-style-type: none">● Ch. 7: Comprehensive Guidance and Counseling Programs Continue to Evolve● Ch. 8: The Evolution of Accountability	

Assignments

Discussion: Scenarios	6.1, 6.2
Consider the following scenarios: #1. <i>Skipping</i> school has become a problem in your school. Your principal and the local police have been looking for students who are not in school during the day. You receive a phone call from the local police department asking if a particular student was in attendance in your class yesterday. They tell you that they are investigating whether the students were involved in some vandalism and need to know their whereabouts. #2. You and one of your friends are talking about how much you're both looking forward to graduating next Spring. Your friend confides: "I had no idea how I'd ever get the research report done that is due next week but	

luckily I had enough money to hire a consultant to design the report and develop all the resources. And I was so relieved to find a good professional author who could write it all up for me!"

Respond to the following prompts in the Scenarios discussion forum by Wednesday:

- For the first scenario, can you provide the police with the information? Why or why not?
- For the second scenario, how do you respond to your friend?

Include rationale for your responses using information from your text or the online resources provided this week.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

[Week 7: Current Trends & Challenges within the School Environment](#)

[Learning Objectives](#)

7.4 Analyze past methods and educational practices in American Education.	CLO1, CLO2
7.5 Evaluate the impact of current methods and educational practices in American Education on school psychology, school counseling, and general education today.	CLO3, CLO4

[Activities and Resources](#)

Readings	7.1, 7.2
<i>Ethics and Law for School Psychologists</i>	

Review the following:

- Ch. 1: Ethics in School Psychology: An Introduction
- Ch. 2: Law and School Psychology: An Introduction

History & Social Foundations of American Education

Review Ch. 9: Educational Reform After 1980: The Search for Excellence

Alliant Library

Gruenert, S. (2008). [School Culture, School Climate: They Are Not the Same Thing](#). *Principal*, 87(4), 56-59.

Online Resources

- [“Your Rights Under Section 504 of The Rehabilitation Act”](#) Fact Sheet from the U.S. Department of Health and Human Services.
- [Section 504 Packet](#) from the LaSalle/Putnam County Educational Alliance for Special Education

Readings from Optional Texts

7.2

School Psychology

- Ch. 5: Evaluation and Accountability of School Psychologists
- Ch. 6: The Preparation of School Psychologists

School Counseling Principles

Ch. 6: Putting Comprehensive Guidance and Counseling Programs into Practice in the 1980s and 1990s

Review Ch. 7: Comprehensive Guidance and Counseling Programs Continue to Evolve

[Assignments](#)

Discussion: Education Reform	7.1, 7.2
<p>View “The Education of Michelle Rhee” video [53:40] from PBS Frontline.</p> <p>Respond to the following prompts in the Education Reform discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Do you think Michelle Rhee adequately answered the question or issue as to whether she thought cheating was being used in the district to raise test scores? Why or why not?• How has her education reform efforts impacted educational practices today? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Discussion: Educational Practices	7.1, 7.2
<p>Read the following Issue Brief:</p> <p>Rudd, T. (2014). Racial disproportionality in school discipline: Implicit bias is heavily implicated. Kirwan Institute for the Study of Race and Ethnicity: Ohio State University.</p> <p>Consider the following statement: “Zero Tolerance simply does not work for many students, especially students of color who seem to get suspended and/or expelled more often than their white counterparts.”</p> <p>Respond to the following prompt in the Educational Practices discussion forum by Friday: Do you agree or disagree with the statement? Why or why not?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Week 8: Future Perspectives & Challenges

Learning Objectives

8.4 Analyze current educational trends as they relate to school psychology and school counseling.	CLO5, CLO6
8.5 Evaluate your potential impact and contributions in the field of school counseling or school psychology.	CLO5, CLO6

Activities and Resources

Readings	8.1, 8.2
<i>Ethics and Law for School Psychologists</i>	
Review Ch. 7: Ethical and Legal Issues in School-Based Interventions	
Ch. 8: Indirect Services I: Ethical-Legal Issues in Working with Teachers and Parents	
<i>History & Social Foundations of American Education</i>	
Ch. 10: Issues in Modern American Education	
<i>Online Resources</i>	
Addressing Current and Future Challenges in Education from the 22 nd Annual Model Schools Conference: International Center for Leadership in Education.	
<i>Lecture</i>	

View the “Ethical Standards & Concerns for School Counselors and School Psychologists” lecture [8:33].

Assignments

Discussion: Reflection	8.2
<p>Respond to the following prompt in the Reflection discussion forum by Wednesday: To what extent do you believe this course material has helped you define your future role as a school psychologist or school counselor and the impact you may have in a school district?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Research Paper	8.1
<p>Write an 8-to 10-page research paper on an issue of education, school psychology, or school counseling.</p> <p>Include the following in your paper:</p> <ul style="list-style-type: none">• Historical development of the issue• Current status of the issue• Impact on the education system or field of school counseling or school psychology <p>Provide a minimum of six references that include at least one course text.</p> <p>Format your paper consistent with APA 6th edition guidelines.</p>	

Bibliography

15. Arizona Board of Regents. (2014). *Early Infantile Autism and the Refrigerator Mother Theory (1943-1970)*. Embryo Project at Arizona State University: The Embryo Project Encyclopedia. Retrieved from <https://embryo.asu.edu/pages/early-infantile-autism-and-refrigerator-mother-theory-1943-1970>.
16. Gruenert, S. (2008). School Culture, School Climate: They Are Not the Same Thing. *Principal*, 87(4), 56-59. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=30752075&site=ehost-live&scope=site>.
17. Yudell, M. (2012). "Why are the French still blaming mothers for autism?" The Inquirer Daily News: Philly.com. Retrieved from http://www.philly.com/philly/blogs/public_health/Why-are-the-French-still-blaming-mothers-for-autism-.html#k0zJ0zvMdX4tBOJA.99.

Rubrics

Discussion Rubric

	Exemplary 5 pts	Good 3-4 pts	Needs Improvement 1-2 pts
Initial Response to the Forum Topic (5 pts)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic (5 pts)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Paper Rubric

	Above Standards 5 pts	Meets Standards 4 pts	Approaching Standards 3 pts	Below Standards 1-2 pts
Focus or Thesis Statement (5 points)	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
Selection of Considerations & Evidence (5 points)	The most important considerations for this issue are identified and discussed objectively. Many references and examples from current professional sources are cited.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports a position on the issue. Includes a few citations.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports a position on the issue. A significant consideration is missed or evidence is very weak.	Considerations are not relevant or not explained.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are unclear.	The transitions between ideas are unclear OR nonexistent.

(5 points)				
Grammar & Spelling (5 points)	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

Research Paper Rubric

	Exemplary 10 pts	Good 7-9 pts	Needs Improvement 4-6 pts	Poor 1-3 pts
Elements (10 pts)	Paper addresses the key elements required and goes beyond the parameters of the assignment.	Paper addresses the key elements required and meets the parameters of the assignment.	Paper attempts to address a few of the key elements required but is missing information.	Paper does <u>not</u> address the key elements required of the Paper.
Analysis and Evidence (10 pts)	Paper shows an in-depth analysis with a firm understanding of the concepts. Evidence is relevant with a strong connection to the main point.	Shows a level of analysis with a clear understanding of concepts. Evidence is used to support the Paper but some is unclear or irrelevant.	Paper provides some analysis, but connections made are unclear or inaccurate. Some evidence used but does not clearly support the analysis.	Lacks an in-depth analysis and fails to provide an understanding of the concepts. No evidence used or evidence does not support the analysis.
Structure and adherence to APA format (10 pts)	Paper is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points.	Organized logically and flows smoothly. Most content presented are coherent, transitions well, and clearly states points. Only a few areas seem disconnected and vague.	Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.	Flow of the Paper is difficult to follow. Overall, Paper lacks cohesion and clarity.
Grammar and Spelling (10 pts)	Paper follows proper structure, grammar and spelling. Little to no errors throughout the entire Paper.	Paper follows proper structure, grammar, and spelling. Few errors are shown.	Paper follows some proper structure, grammar, and spelling but contains enough errors to distract the viewer.	Paper contains many errors in grammar, and spelling.
Citation (10 pts)	Sources used follow guidelines required by the college. There are little, to no errors made.	Sources used follow guidelines required by the college; however, there are a few errors.	Minimal sources used and inconsistently follows guidelines required by the university.	No sources used or sources used do not follow proper guidelines required by the university.

PPS61010: Practicum

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Integrate practicum in the school districts with didactic and interactive course experiences.	Application	Standard 2,11	Standard 21	Standard 17, 20	Week 2 Discussion: Researching Schools
CLO2: Assess your own personal and professional growth.	Application	Standard 8,14	Standard 21	Standard 17	Week 3 Discussion: Strengths, Weaknesses, & Experiences
CLO3: Analyze the process of education from a systems perspective.	Engagement	Standard 3, 7, 13	Standard 28	Standard 18, 20	Week 4 Discussion: School Psychology Week 5 Discussion: School Counseling Week 6 Discussion: Change Agent

Week 1: Introductions & Commission on Teacher Credentialing (CCTC)

Learning Objectives

1.7 Determine the process and procedures for obtaining a Certificate of Clearance.	CLO2
1.8 Analyze various school districts to identify a good fit for your practicum placement.	CLO1

Activities and Resources

Readings	1.1, 1.2
<i>Credential Handbook (Both Candidates)</i> Read the entire handbook.	

Preparation: Interviews	N/A
<p>Begin researching individuals to conduct the following interviews:</p> <ul style="list-style-type: none">• School Psychologist by the beginning of Week 5• School Counselor by the beginning of Week 6 <p>Note. You will need to conduct these interviews in order to participate in the Weeks 5 and 6 discussions, regardless of which program you are in.</p> <p>Utilize the following questions for both interviews:</p> <ul style="list-style-type: none">• How did you choose this specific career path of school psychology or counseling since careers in mental health are such a diverse field?• How would you describe school psychology or counseling to someone who doesn't know the first thing about the field?• What are your thoughts on educationally related mental health services?• All psychologists or counselors participate in internships and field work. Talk about your experience doing an internship and field work. What was it like? What did you take away from it that you still use today?• What do you love most about this career?• What do you find to be most challenging about this career?• What advice would you offer to people who are considering pursuing a career like yours? <p>Note. Edit out the word psychology or counseling based in the person you are interviewing.</p>	

Assignments

Assignment: Certificate of Clearance	1.1
<p>Carefully read the State of California Commission on Teacher Credentialing: Certificate of Clearance (COC) located at: http://www.ctc.ca.gov/credentials/leaflets/cl900.pdf.</p> <ul style="list-style-type: none"> • Complete the Live Scan form and process to obtain a fingerprint card for COC. • Complete the Direct Web Application of COC. <p>Submit a note to your course instructor stating you have completed Live Scan and the Direct Web Application by Sunday.</p> <p>Note. If you already have your clear credential, submit a screen shot of the CCTC website verifying your credential.</p>	

[Week 2: Practicum Handbook](#)

[Learning Objectives](#)

2.6 Determine the process and procedure for completing your practicum.	CLO1, CLO2, CLO3
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[Activities and Resources](#)

Readings	2.1
<p><i>Practicum Handbook</i></p> <p>Read the entire handbook.</p>	

Preparation: Interviews	N/A
<p>Continue working on your interviews. You should have identified individuals to interview by this week and have started the process of scheduling the interviews.</p>	

Preparation: Practicum Placement	N/A
<p>Identify school districts or school sites where you would like to conduct your practicum.</p> <p>Begin to communicate with districts where you would like to conduct your practicum to determine what each district’s policies and procedures are regarding practicum students.</p> <p>Note. A practicum placement must be obtained by Week Eight of this course.</p>	

[Assignments](#)

Assignment: Practicum Placement	2.1
<p>Compose a note to your instructor about your progress in obtaining a practicum placement:</p> <ul style="list-style-type: none"> • Indicate if you have a site that has agreed to take you. • Indicate if you have just begun the process of looking for a practicum site. • Indicate if you are waiting for a response from a site. <p>Submit the note by Sunday.</p>	

[Week 3: Practicum Liability Insurance](#)

[Learning Objectives](#)

3.6 Analyze the role liability insurance plays in ensuring a well-rounded practicum.	CLO1, CLO2, CLO3
3.7 Determine the process and procedures for obtaining liability insurance.	CLO1, CLO2, CLO3

[Activities and Resources](#)

Readings	3.1
<p>Best Practices in School Psychology (<i>School Psychology Candidates</i>)</p> <p>Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.</p>	
<p>School Counseling in the 21st Century (<i>School Counseling Candidates</i>)</p> <p>Ch. 1: The School Counseling Profession</p>	

Activity: Liability Insurance	3.2
<p>Research practicum liability insurance through your respective association: NASP or ASCA. You are strongly encouraged to have practicum liability insurance upon the start of your practicum.</p> <p>Note. Some districts may require you to have liability insurance prior to beginning your practicum.</p>	

Preparation	N/A
<p>Continue working on the following:</p> <ul style="list-style-type: none"> • Practicum placement • Interviews 	

[Assignments](#)

Discussion: Practicum Placement	3.1, 3.2
<p>Respond to the following prompts, in one paragraph or less, in the Practicum Placement discussion forum by Wednesday:</p>	

- What are you looking for in your practicum placement?
- Share any advice or experience you may have in obtaining liability insurance.

Reply to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Note. Replying to a classmate is not a requirement, but feel free to comment to each other, thus building your professional network.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 4: MOU](#)

[Learning Objectives](#)

4.8 Analyze the role a MOU plays in ensuring a well-rounded practicum experience.	CLO2, CLO3
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[Activities and Resources](#)

Readings	4.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
<i>School Counseling in the 21st Century (School Counseling Candidates)</i>	
Ch. 2: Toward a Comprehensive Model for Professional School Counseling	

Activity: MOU	4.1
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Research what an MOU is on your own.

Preparation	N/A
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Continue working on the following:

- Practicum placement
- Interviews

Note. The School Psychologist interview needs to be complete by the beginning of Week 5.

Assignments

Assignment: MOU Request	4.1
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Request on MOU, if you are ready, by sending an email to dolazaba1@alliant.edu.

Include the following information in your email:

- The name of the district where you will conduct your practicum.
- The name and email address of the contact person at the district who handles MOUs.

Submit a copy of your sent email to Canvas by Sunday.

Note. If you are not ready to request an MOU, submit a note indicating you are still search in for a school or district to conduct your practicum.

Week 5: Introduction to School Psychology

Learning Objectives

5.7 Analyze the roles of a School Psychologist in schools as a system.	CLO1, CLO3
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Activities and Resources

Readings	4.1
<p><i>Best Practices in School Psychology (School Psychology Candidates)</i></p> <p>Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.</p>	
<p><i>School Counseling in the 21st Century (School Counseling Candidates)</i></p> <p>Ch. 3: Accountability and Assessment in School Counseling</p>	

Preparation	N/A
<p>Continue working on the following:</p> <ul style="list-style-type: none"> • Practicum placement • School Counselor Interview <p>Note. The School Counselor interview needs to be complete by the beginning of Week 6.</p>	

Assignments

Discussion: School Psychologist Interview	5.1
<p>Interview a School Psychologist using the following interview questions:</p> <p>Respond to the following prompts in the Schooling Experience discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • How did you choose this specific career path of school psychology since careers in mental health are such a diverse field? • How would you describe school psychology to someone who doesn't know the first thing about the field? 	

- What are your thoughts on educationally related mental health services?
- All psychologists participate in internships and field work. Talk about your experience doing an internship and field work. What was it like? What did you take away from it that you still use today?
- What do you love most about this career?
- What do you find to be most challenging about this career?
- What advice would you offer to people who are considering pursuing a career like yours?

Respond to the following prompts, in one-paragraph, in the School Psychologist Interview discussion forum by Wednesday:

- What is your understanding of the roles of a School Psychologist in schools as a system.
- Support your conclusions with your text readings and interview.

Reply to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Note. Replying to a classmate is not a requirement, but feel free to comment to each other, thus building your professional network.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

[Week 6: Introduction to School Counseling](#)

[Learning Objectives](#)

6.7 Analyze the roles of a School Counselor in schools as a system.

CLO1, CLO2, CLO3

[Activities and Resources](#)

Readings

6.1

Best Practices in School Psychology (School Psychology Candidates)

Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.
<i>School Counseling in the 21st Century</i> (<i>School Counseling Candidates</i>) Ch. 4: Legal and Ethical Responsibilities in School Counseling

Preparation	N/A
Continue working on your practicum placement.	

Assignments

Discussion: School Counselor Interview	5.1
<p>Interview a School Counselor using the following interview questions:</p> <p>Respond to the following prompts in the Schooling Experience discussion forum by Wednesday:</p> <ul style="list-style-type: none">• How did you choose this specific career path of school counselor since careers in mental health are such a diverse field?• How would you describe school counseling to someone who doesn't know the first thing about the field?• What are your thoughts on educationally related mental health services?• All counselors participate in internships and field work. Talk about your experience doing an internship and field work. What was it like? What did you take away from it that you still use today?• What do you love most about this career?• What do you find to be most challenging about this career?• What advice would you offer to people who are considering pursuing a career like yours? <p>Respond to the following prompts, in one-paragraph, in the School Psychologist Interview discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What is your understanding of the roles of a School Counselor in schools as a system.• Support your conclusions with your text readings and interview. <p>Reply to a classmate's post, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Note. Replying to a classmate is not a requirement, but feel free to comment to each other, thus building your professional network.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

[Week 7: Practicum Agreement & Log of Hours](#)

[Learning Objectives](#)

7.6 Analyze the role that the practicum agreement and log of hours plays in ensuring a well-rounded experience.	CLO1
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[Activities and Resources](#)

Readings	7.1
<p>Best Practices in School Psychology (<i>School Psychology Candidates</i>)</p> <p>Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.</p>	
<p>School Counseling in the 21st Century (<i>School Counseling Candidates</i>)</p> <p>Ch. 5: Advocacy in School Counseling</p>	
<p>Practicum Handbook</p> <ul style="list-style-type: none"> • Practicum Agreement • Log of Hours 	

Preparation	N/A
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Follow-up with districts regarding practicum placement, if you have not done so already.

Assignments

Assignment: Goals	7.1
Write three goals you wish to accomplish during your first semester of practicum.	
Submit your goals as a Word document by Sunday.	

Week 8: Evaluation Forms

Learning Objectives

8.6 Analyze the role self and supervisor evaluations play in ensuring a well-rounded practicum experience.	CLO1
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Activities and Resources

Readings	8.1
<i>Best Practices in School Psychology</i> (<i>School Psychology Candidates</i>)	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
<i>School Counseling in the 21st Century</i> (<i>School Counseling Candidates</i>)	
Ch. 6: Leadership and Collaboration in School Counseling	
<i>Practicum Handbook</i>	
Evaluation Form	

[Assignments](#)

Assignment: Practicum Placement Follow-up	CLO2
<p>Compose a note to your instructor about your progress in obtaining a practicum placement:</p> <ul style="list-style-type: none"> • Indicate if you have a site that has agreed to take you. • Indicate if you have just begun the process of looking for a practicum site. • Indicate if you are waiting for a response from a site. • Submit the note by Sunday. 	

[Rubrics](#)

Discussion Rubric

	Exemplary 4 points	Good 2 points	Needs Improvement 1 point
Initial Response to the Forum Topic (x 1.5)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.

PPS60250: Methodology of Educational Research

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze a wide variety of research methods in education: quantitative, qualitative and mixed methods.	Application	Standard 11	Standard 30	Standard 24	Smart Consumer of Educational Research Paper
CLO2: Critique key components of published research from literature review to conclusion.	Engagement	Standard 14	Standard 30	Standard 24	Smart Consumer of Educational Research Paper
CLO3: Apply statistical normative data to assessment interpretation and data analysis.	Application	Standard 4	Standard 30	Standard 24	Standardized Test Manual Review
CLO4: Integrate research for data-driven decision-making.	Leadership	Standard 1, Standard 12	Standard 30	Standard 24	Smart Consumer of Educational Research Paper
CLO5: Compare non-experimental and experimental design.	Engagement	Standard 14	Standard 30	Standard 24	Mixed-Method Research Discussion
CLO6: Evaluate research outcomes to be a wise consumer as an educational professional.	Application	Standard 11	Standard 30	Standard 24	Smart Consumer of Educational Research Paper

Week 1: Scientific Inquiry & Educational Research

Learning Objectives

1.9 Identify various sources of knowledge that lead to greater understanding.	CLO1, CLO2
1.10 Identify the assumptions made in quantitative and qualitative studies.	CLO1, CLO2

1.11 Explain practical applications of the principles of scientific inquiry to education.	CLO1
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Activities and Resources

Readings	1.1, 1.2, 1.3
<i>Educational Research</i>	
<ul style="list-style-type: none">• Ch. 1: Introduction to Research in Education• Ch. 2: Ethical Issues, Principles, and Practices• Ch. 3: Research Problems and Questions	
<i>Presentations</i>	
Review the Foundations of Research presentation.	

Assignments

Discussion: Educational Research	1.1, 1.3
Respond to the following prompts in the Educational Research discussion forum by Wednesday:	
<ul style="list-style-type: none">• What sources of knowledge can you identify with in your understanding of educational research?• Why is scientific inquiry important to educational research? How does a researcher come up with scientific questions and hypothesis?	
Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

Discussion: Assumptions	1.2
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Respond to the following prompts in the Assumptions discussion forum by Wednesday:

- What assumptions do you identify with the most?
- How would your assumptions lead you to a certain type of study?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 2: Literature Review & Data Collection](#)

Learning Objectives

2.7 Explain the importance of literature reviews for good research.	CLO1, CLO2
2.8 Explain criteria for evaluating the review of literature section of a report or article.	CLO2
2.9 Analyze different sampling techniques as a data collection measure.	CLO2

Activities and Resources

Readings	2.1, 2.2, 2.3
<i>Educational Research</i>	
<ul style="list-style-type: none"> • Ch. 4: Locating and Reviewing Related Literature • Ch. 5: Participants and Sampling 	
<i>YouTube</i>	

View ["Standard Deviation - Explained and Visualized"](#) [3:42].

Preparation: Test Manual Review

3.1, 3.2

Locate a test manual for standardization and interpretation for the Assessment Manuals discussion and Test Manual Review assignment due in Week 3.

Review directions for the discussion and assignment on the Week 3 assignments overview page.

Note. There are limited copies available from the Alliant library. You may also borrow manuals from a school psychologist, your supervisor in practicum, a special education teacher, or a speech therapist for any of the standardized tests they use.

Assignments

Discussion: Literature Review

2.1, 2.2

Respond to the following prompts in the Literature Review discussion forum by Wednesday:

- What are some of the challenges with reviewing research and making sense of the findings?
- How would the topic you select to search for in this class help in your profession?
- Did your literature review give you a better understanding of the research questions or hypothesis?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Sampling

2.3

Respond to the following prompts in the Sampling discussion forum by Wednesday: What are the strengths and weaknesses of various types of sampling? Give two examples.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Literature Review Critique

2.1, 2.2

Evaluate a literature review section of a research article. You may select a topic of your choice.

Refer to Ch. 3 of *Educational Research* for how to conduct the evaluation.

Note. This is not a summary of the research article.

Include an APA citation of the article used.

Submit your evaluation by Sunday as a Word document.

Assignment: Quiz 1

N/A

Complete Quiz 1 by Sunday.

Identify the statement as true or false.

[Week 3: Foundation & Types of Educational Measurement](#)

[Learning Objectives](#)

3.8 Explain descriptive statistics such as the mean median and standard deviation, normal distribution.	CLO3
3.9 Determine how the validity and reliability of scores affect the quality of research.	CLO3, CLO4
3.10 Identify different kinds of educational tests used in research.	CLO3, CLO4
3.11 Determine appropriate uses of observations and interviews for data collection.	CLO3

Activities and Resources

Readings	3.1, 3.2, 3.3, 3.4
<i>Educational Research</i>	
<ul style="list-style-type: none"> Ch. 6: Foundations of Educational Measurement Ch. 7: Data Collection Techniques 	
<i>Presentations</i>	
Review the Foundation for Educational Measurement presentation.	
<i>YouTube</i>	
View "Normal Distribution & Z-scores" [10:19].	

Assignments

Discussion: Assessment Manuals	3.1, 3.2
Respond to the following prompts in the Assessment Manuals discussion forum by Wednesday:	
<ul style="list-style-type: none"> Review an assessment manual. 	

- What normative information are given?
- What types of scores are used to interpret assessment data?

Note. You may find assessment manuals in the Alliant library, but there are limited copies available. You may also borrow manuals from school psychologists, supervisor in practicum, special education teachers, or speech therapists for any of the standardized tests they use.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Educational Measurement

3.3, 3.4

Respond to the following prompts in the Educational Measurement discussion forum by Wednesday:

- Select two types of educational assessment, how can they be used in research?
- In what situation(s) would observations and interviews be used to collect data in educational settings?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Test Manual Review

3.1, 3.2

Critique a test manual for standardization and interpretation. Include the following in your critique:

- What is the test measuring?
- How is it standardized? What population was part of the standardization?
- What is the mean, standard deviation, and average band?
- What is the average percentile rank?
- What information do you need to interpret the scores? How would you interpret a low or high standard score?

Note. There are limited copies available from the Alliant library. You may also borrow manuals from a school psychologist, your supervisor in practicum, a special education teacher, or a speech therapist for any of the standardized tests they use.

If your students are having difficulty accessing a manual for this assignment you may copy one you have and share it with the class or you may provide them with the Woodcock Johnson Sample and SB-5 Interpretive Manual Sample available in Canvas.

Week 4: Non-Experimental & Experimental Design

Learning Objectives

4.9 Identify different types of non-experimental quantitative designs.

CLO4, CLO5

4.10 Explain how relationships are examined by comparative and correlational studies.

CLO5

4.11 Determine threats to internal and external validity.

CLO3

Activities and Resources

Readings

Educational Research

Ch. 8: Non-experimental Quantitative Research Designs

Presentations

Review the Educational Measurement and Quantitative Designs presentation.

YouTube

View "[Experimental and Non-experimental Methods](#)" [2:27].

Assignments

Discussion: Non-experimental Designs	4.1
<p>Respond to the following prompts in the Non-experimental Designs discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Select any one of the non-experimental designs.• What type of questions you would ask for your selected non-experimental design? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Discussion: Correlational Studies	4.2
<p>Respond to the following prompts in the Correlational Studies discussion forum by Wednesday: How would surveys be used in comparative studies versus correlational studies?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Discussion: Threats to Validity	4.3
<p>Respond to the following prompts in the Threats to Validity discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Explain two threats to internal and external validity in experimental design from Ch. 8 of Educational Research.• Give an example of your selections.	

Note. There is no requirement to respond to a classmate's posts.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Non-Experimental Design Research Article Critique

4.1, 4.2

Evaluate a non-experimental design research article. The article must be peer reviewed and the topic must be in the field of education.

Refer to Ch. 8 of *Educational Research* for how to conduct the evaluation.

Note. The words you chose in your search such as comparison, correlation, description will help you find non-experimental design research.

Include an APA citation of the article used.

Submit your evaluation by Sunday as a Word document.

Assignment: Quiz 2

N/A

Complete Quiz 2 by Sunday.

Identify the statement as true or false.

Week 5: Statistical Inferences & Degree of Certainty

Learning Objectives

5.8 Interpret the results of specific statistical tests.

CLO3

5.9 Compare parametric and nonparametric statistical procedures.	CLO3
5.10 Analyze the utility of inferential statistics as reported on specific studies.	CLO4

Activities and Resources

Readings	5.1, 5.2, 5.3
<i>Educational Research</i>	
<ul style="list-style-type: none">• Ch. 9: Experimental Research Designs• Ch. 10: Understanding Statistical Inferences	
<i>Presentations</i>	
Review the Experimental Research Designs presentation.	

Assignments

Discussion: Experimental Design	5.2
Respond to the following prompts in the Experimental Design discussion forum by Wednesday:	
<ul style="list-style-type: none">• How would inferential statistics be used in experimental design?• Give examples of when parametric statistics are used versus nonparametric statistics in educational research.	
Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

Discussion: Interpreting Statistical Data	5.1
<p>When interpreting statistical data, we are looking for a significant variance.</p> <p>Respond to the following prompts in the Interpreting Statistical Data discussion forum by Wednesday: Use an example of statistical data you are interpreting to indicate probability, correlation coefficient, and the type of analysis used.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: Experimental Research Design Article Analysis	5.3
<p>Analyze an experimental design research article. The article must be peer reviewed and the topic must be in the field of education.</p> <p>Refer to Ch. 9 of <i>Educational Research</i> for how to conduct the evaluation. Include information on:</p> <ul style="list-style-type: none">• Identification of analysis of variance• Significance• External validity• Predictability <p>Note. The focus of this critique is on the statistical analysis.</p> <p>Include an APA citation of the article used.</p> <p>Submit your analysis by Sunday as a Word document.</p>	
Assignment: Quiz 3	N/A

Complete Quiz 3 by Sunday.

Identify the statement as true or false.

Week 6: Qualitative Research Design

Learning Objectives

6.8 Identify key characteristics of qualitative studies.

CLO1, CLO2, CLO6

6.9 Identify various types of qualitative studies.

CLO1

6.10 Determine the role of triangulation, reliability, and trustworthiness in judging the quality of qualitative studies.

CLO3

Activities and Resources

Readings

6.1, 6.2, 6.3

Educational Research

- Ch. 11: Qualitative Research Designs
- Ch. 12: Data Collection and Analysis

Presentations

Review the Qualitative Methods and Characteristics presentation.

Assignments

Discussion: Benefits & Purpose

6.1, 6.2

Respond to the following prompts in the Benefits & Purpose discussion forum by Wednesday:

- What are the benefits and purpose of qualitative studies?
- What types of data collection are used in qualitative studies?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Qualitative Study

6.3

Respond to the following prompts in the Qualitative Study discussion forum by Wednesday:

- Select one of the methods of qualitative study.
- How would you improve the strength of that study?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Qualitative Design Research Article Critique

6.1, 6.3

Evaluate a qualitative design research article. You may select a topic of your choice.

Refer to Ch. 10 of *Educational Research* for how to conduct the evaluation.

Note. This is not a summary of the research article.

Include an APA citation of the article used.

Submit your evaluation by Sunday as a Word document.

Assignment: Quiz 4	N/A
Complete Quiz 4 by Sunday.	
Identify the statement as true or false.	

Week 7: Mixed Methods & Action Research

Learning Objectives

7.7 Identify key characteristics of mixed-method research design.	CLO1
7.8 Describe advantages and disadvantages in mixed-methods.	CLO1, CLO4, CLO6
7.9 Identify the principles and components of action research.	CLO1, CLO4

Activities and Resources

Readings	7.1, 7.2, 7.3
<i>Educational Research</i>	
<ul style="list-style-type: none"> Ch. 13: Mixed-Method Designs Ch. 14: Action Research 	
<i>Presentations</i>	

Review the Mixed-Method and Action Research presentation.

Assignments

Discussion: Mixed-Method Research

7.1, 7.2

Respond to the following prompts in the Mixed-Method Research discussion forum by Wednesday:

- Why would you choose to do mixed-method research?
- What are the benefits? Explain why the mixed method was used in the article you chose. What was the priority in data collection?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Action Research

7.3

Respond to the following prompts in the Action Research discussion forum by Wednesday:

- What questions does action research answer?
- How is it used in educational settings?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Mixed-Method Design Research Article Critique

7.1, 7.2

Evaluate a mixed-method design research article. You may select a topic of your choice.

Refer to Ch. 11 of *Educational Research* for how to conduct the evaluation.

Note. This is not a summary of the research article.

Include an APA citation of the article used.

Submit your evaluation by Sunday as a Word document.

Assignment: Quiz 5

N/A

Complete Quiz 5 by Sunday.

Identify the statement as true or false.

Week 8: Discussion & Conclusion

Learning Objectives

8.7 Analyze researcher interpretations based on the research problem, methodology, statistical procedures, and effect size.

CLO2, CLO4, CLO6

8.8 Distinguish among different aspects of the methodology that may limit external validity.

CLO4, CLO6

8.9 Explain the nature of recommendations for future research and implications for practice.

CLO2

Activities and Resources

Readings

8.1, 8.2, 8.3

Educational Research

- Ch. 15: Discussion and Conclusions
- Appendix A: The *Intelligent* Consumer and Researcher: Putting It All Together

Assignments

Discussion: Discussion & Conclusion Section

8.1

Respond to the following prompts in the Discussion & Conclusion Section discussion forum by Wednesday:

- Select one article and focus on the discussion and conclusion section.
- How was it interpreted? Was it related to the problem, based on theory, methodology, and statistical procedures?
- What did you learn from the study?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Limitations

8.2, 8.3

Respond to the following prompts in the Limitations discussion forum by Wednesday:

- What limitations impact external validity?
- What will add to knowledge in future studies?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Final Exam	N/A
Complete the Final Exam. Write a short answer response to each prompt.	

PPS60310: Consultation, Program Development, and Evaluation

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Identify skills of a competent consultant and collaborator.	Dedication	Standard 10, 14	Standard 22	Standard 20	Discussion/Reflection
CLO2: Analyze the stages of consultation.	Application	Standard 10	Standard 27	Standard 20	Discussion/Reflection
CLO3: Compare various consultation models.	Application	Standard 10	Standard 27	Standard 20	Discussion/Reflection
CLO4: Determine how to effectively integrate consultation models to meet student needs.	Leadership	Standard 10, 7, 5	Standard 23	Standard 20, 18	Case study and evaluation paper
CLO5: Assess various educational programs to support student achievement through consultation.	Engagement	Standard 10, 5	Standard 29	Standard 20, 23	Discussion/Reflection
CLO6: Determine how to evaluate programs through action research.	Leadership	Standard 12	Standard 30	Standard 23	Discussion/Reflection

Week 1: Introduction to Consultation

Learning Objectives

1.12 Define consultation and collaboration.	CLO1
1.13 Determine key and personal characteristics of an effective consultant.	CLO1
1.14 Determine the various roles of consultants.	CLO1

Activities and Resources

Readings	1.1, 1.2, 1.3
<i>Psychological Consultation and Collaboration in School and Community</i> <ul style="list-style-type: none">• Ch. 1: The Foundations of Consultation and Collaboration• Ch. 2: Consultants, Consultees, and Collaborators	
<i>PowerPoint</i> View the Introduction to Consultation presentation.	
Preparation: Alliant Library	N/A
Check out a copy of the following book from the Alliant Library: Thomas, A., & Grimes, J. editors. <i>Best practices in school psychology</i> (5th ed.). Bethesda, MD: National Association of School Psychologists. Note. There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You will need to check out the book and make copies of the following: <ul style="list-style-type: none">• Ch. 103: Best Practice in Instructional Consultation and Instructional Consultation Teams• Ch. 104: Best Practices in Direct Behavioral Consultation• Ch. 105: Best Practices in School-Based Problem-Solving Consultation: Applications in Prevention and Intervention Systems Return the book as soon as possible so that others have an opportunity to check-out the book and make copies <i>before Week 4</i> .	
Discussion: Future Consultant	
	1.2, 1.3

Assignments

Respond to the following prompts in the Educational Research discussion forum by Wednesday:

- What are your strengths and weaknesses as a future consultant? What role would you take on given your characteristics?
- What would you aim for in the future?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Consultation Reflection Paper

1.1

Write a one-to two-page reflection on how you would define consultation and collaboration.

Reference your text to support your position.

Submit your reflection as a Word document by Sunday.

[Week 2: Stages of Consultation](#)

Learning Objectives

2.10 Analyze the entry stage of consultation as a complex process.

CLO2

2.11 Analyze the phases in the diagnosis stage of consultation.

CLO2

2.12 Analyze the phases in the implementation stage of consultation.

CLO2

2.13 Determine all the considerations of the disengagement stage.

CLO2

Activities and Resources

Readings	2.1, 2.2, 2.3, 2.4
<i>Psychological Consultation and Collaboration in School and Community</i> <ul style="list-style-type: none">• Ch. 4: Entry Stage• Ch. 5: Diagnosis Stage• Ch. 6: Implementation Stage• Ch. 7: Disengagement Stage	
<i>PowerPoint</i> View the Stages of Consultation presentation.	
<i>Online Resource</i> View the " Consultee Centered Consultation Training Video Spring 2016 " video [21:48] from YouTube.	
Preparation: Course Project	N/A
Review the directions for the Course Project due in Week 8. Begin working on your scenario.	

Assignments

Discussion: The Stages	2.2, 2.3, 2.4
Respond to the following prompts in The Stages discussion forum by Wednesday: <ul style="list-style-type: none">• Which skills are most needed by consultants to increase the chances that the diagnosis stage will be successful?• How would you, as a consultant, help a consultee choose an appropriate intervention?	

- In what ways is disengagement a winding down of the consultation process?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Stages Reflection Paper

2.1

Write a one-to two-page reflection on the *Consultee Centered Consultation Training Video* as one enter the consultation relationship.

Reference your text and other sources to support your position.

Submit your reflection as a Word document by Sunday.

[Week 3: Mental Health Consultation](#)

Learning Objectives

3.12 Analyze the approaches, roles, and goals of mental health consultation.

CLO1, CLO2

3.13 Determine historic and current modifications of the consultation process.

CLO1, CLO2

Activities and Resources

Readings

3.1, 3.2

Psychological Consultation and Collaboration in School and Community

Ch. 9: Mental Health Consultation and Collaboration

Online Resource

View the "[Behavioral Health Consultation Exemplar Series: Depression](#)" video [5:26] from YouTube.

Assignments

Discussion: Consultation Models

3.1

Respond to the following prompts in the Consultation Models discussion forum by Wednesday:

- Describe the characteristics of two mental health consultation models.
- What are the pros and cons of each model?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Consultation Process Reflection Paper

3.2

Write a one-to two-page reflection on the preferred consultation process.

Reference your text and the *Behavioral Health Consultation Exemplar Series: Depression* video to support your position.

Submit your reflection as a Word document by Sunday.

Week 4: Behavioral Consultation

Learning Objectives

4.12 Determine key concepts of behavior consultation.	CLO3
4.13 Determine the impact of praise as a behavioral consultation method.	CLO3, CLO4
4.14 Determine best practices in direct behavioral consultation.	CLO3

Activities and Resources

Readings	
<i>Psychological Consultation and Collaboration in School and Community</i>	
Ch. 10: Behavioral Consultation and Collaboration	
<i>Alliant Library</i>	
Thomas, A., & Grimes, J. editors. Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.	
Read Ch. 104: Best Practices in Direct Behavioral Consultation	
Note. There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You should have checked out the book and made a copy of this chapter as well as chapters 103 and 105.	
Dufrene, B. A., Lestremau, L., & Zoder-Martell, K. (2014). Direct Behavioral Consultation: Effects On Teachers' Praise And Student Disruptive Behavior . Psychology In The Schools, 51(6), 567-580.	
<i>Online Resource</i>	
View the " Behavior Consultation Part 2 " video [6:16] from YouTube.	

Assignments

Discussion: Behavior Change	4.2, 4.3
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Respond to the following prompts in the Behavior Change discussion forum by Wednesday:

- Compare the best practices in direct behavioral consultation and basic behavior consultation.
- How would teacher’s praise impact behavioral change in the classroom?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Behavioral Concepts Reflection Paper

4.1

Write a one-to two-page reflection on key behavioral concepts.

Reference your text and the *Behavior Consultation Part 2* video to support your position.

Submit your reflection as a Word document by Sunday.

[Week 5: School-Based Consultation](#)

[Learning Objectives](#)

5.11 Evaluate various instructional consultation models.

CLO3

5.12 Compare the Adlerian consultation and instructional consultation models.

CLO3

5.13 Analyze home-school collaboration models.

CLO3, CLO4

[Activities and Resources](#)

Readings	
<i>Psychological Consultation and Collaboration in School and Community</i> Ch. 12: School-Based Consultation and Collaboration	
<i>Alliant Library</i> Thomas, A., & Grimes, J. editors. Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists. Read Ch. 103: Best Practice in Instructional Consultation and Instructional Consultation Teams Note. There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You should have checked out the book and made a copy of this chapter as well as chapter 105.	
<i>Online Resource</i> View the “ Example of Contracting for Instructional Consultation ” video [8:06] from YouTube.	

Assignments

Discussion: Instructional Consultation	5.1, 5.2
Respond to the following prompts in the Instructional Consultation discussion forum by Wednesday: <ul style="list-style-type: none">• What are the key points to instructional consultation? Why is it helpful?• When would the Adlerian consultation model be appropriated compared to instructional consultation? Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

Assignment: Home School Collaboration Reflection Paper	5.3
<p>Write a one-to two-page reflection on home school collaboration.</p> <p>Reference your text and the <i>Example of Contracting for Instructional Consultation</i> video to support your position.</p> <p>Submit your reflection as a Word document by Sunday.</p>	

[Week 6: Best Practices in Schools](#)

Learning Objectives

6.11 Analyze early intervention programs from various perspectives.	CLO5, CLO6
6.12 Determine best practices in problem-solving consultation.	CLO4
6.13 Interpret how to use action research to improve academic programs.	CLO6

Activities and Resources

Readings	
<p>Alliant Library</p> <p>Thomas, A., & Grimes, J. editors. Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.</p> <ul style="list-style-type: none"> Read Ch. 105: Best Practices in School-Based Problem-Solving Consultation: Applications in Prevention and Intervention Systems <p>Barnett, D. W., Pepiton, A. E., Bell, S. H., Gilkey, C. M., & al, e. (1999). Evaluating early intervention: Accountability methods for service delivery innovations. <i>The Journal of Special Education</i>, 33(3), 177.</p> <p>Hansen, M. J., & Borden, V. H. (2006). Using Action Research to Support Academic Program Improvement. <i>New Directions For Institutional Research</i>, 2006(130), 47-62.</p>	
Online Resources	

View the “[School Consultation Skills \(Lydia - Counselor Betty – Counselee](#)” video [15:00] from YouTube.

Assignments

Discussion: Consultation Model

6.1, 6.2

Respond to the following prompts in the Consultation Model discussion forum by Wednesday:

- What are the key concepts to early intervention?
- How would you use the consultation model to solve problems that could arise in a program? Provide examples.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Program Evaluation Reflection Paper

6.3

Write a one-to two-page reflection on program evaluation and best fit for a student.

Reference your text and the *School Consultation Skills* video to support your position.

Submit your reflection as a Word document by Sunday.

Week 7: Ethical and Legal Issues

Learning Objectives

7.10 Interpret ethical obligations as a consultant.

CLO1, CLO2

7.11 Evaluate common legal issues in consultation.	CLO4
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Activities and Resources

Readings	
<i>Psychological Consultation and Collaboration in School and Community</i>	
Ch. 14: Ethical and Legal Issues	

Assignments

Discussion: Legal Issues	7.1, 7.2
Respond to the following prompts in the Legal Issues discussion forum by Wednesday:	
<ul style="list-style-type: none">• What are some legal issues that can arise in consultation?• How would you approach those issues?	
Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

Assignment: Professionalism Reflection Paper	7.1
Write a one-to two-page reflection on ethical issues and the need to maintain professionalism in your practice.	
Reference your text and other sources to support your position.	

Submit your reflection as a Word document by Sunday.

[Week 8: Integration and Case Study](#)

Learning Objectives

8.10 Apply the consultation process.

CLO3, CLO4, CLO5

Activities and Resources

Readings

8.1

Online Resource

View the "[Building relationships between parents and teachers: Megan Olivia Hall at TEDxBurnsvilleED](#)" video [11:01] from YouTube.

Assignments

Discussion: Course Project Share

8.1

Respond to the following prompts in the Course Project Share discussion forum by Wednesday:

- In your scenario, what was the identified problem?
- What consultation model did you use?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Parent/Teacher Consultation and Collaboration Reflection Paper	N/A
<p>Write a one-to two-page reflection on the true meaning of parent/teacher consultation and collaboration.</p> <p>Reference your text and other sources to support your position.</p> <p>Submit your reflection as a Word document by Sunday.</p>	
Assignment: Course Project	8.1
<p>Develop a scenario from a child you have followed in your practicum or a fictitious child for a consultation process.</p> <p>Write a three-to five-page paper explaining the child’s need and how you would take the consultees through the consultation process.</p> <p>Create a five-to eight-minute presentation of your scenario to present to the class.</p> <p>Note. Presentations will be given during a synchronous class session on Canvas scheduled by your course instructor. You do not need to create a presentation, but feel free to use one to guide your presentation.</p> <p>Submit your paper as a Word document by Friday.</p> <p>Post an announcement in Week 2 or 3 about when the synchronous class session will occur. Consider providing students with options to vote on for the best day and time for the synchronous session. You may want to use a tool such as When is Good to track student selections.</p>	

[Bibliography](#)

18. Barnett, D. W., Pepiton, A. E., Bell, S. H., Gilkey, C. M., & al, e. (1999). Evaluating early intervention: Accountability methods for service delivery innovations. *The Journal of Special Education*, 33(3), 177. Retrieved from <http://0-search.proquest.com.library.alliant.edu/docview/194702988?accountid=25255>.
19. Hansen, M. J., & Borden, V. H. (2006). Using Action Research to Support Academic Program Improvement. *New Directions For Institutional Research*, 2006(130), 47-62. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=21973817&site=ehost-live&scope=site>.
20. Thomas, A., & Grimes, J. editors. *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

PPS61020: Practicum

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Integrate practicum in the school districts with didactic and interactive course experiences.	Application	Standard 2,11	Standard 21	Standard 17, 20	Logs
CLO2: Assess your own personal and professional growth.	Application	Standard 8,14	Standard 21	Standard 17	Logs
CLO3: Analyze the process of education from a systems perspective.	Engagement	Standard 3, 7, 13	Standard 28	Standard 18, 20	Logs

Week 1: Practicum Goals

Learning Objectives

1.15 Analyze last semester's logs and documents to inform your goals for this semester's goals to ensure a well-rounded practicum experience.	CLO2
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Activities and Resources

Readings	1.1
<i>Best Practices in School Psychology</i> (School Psychology Candidates)	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

Practicum Logs and Documents <i>(Both Candidates)</i>	
Review your logs and documents from last semester.	

Preparation	N/A
Continue filling out your logs daily as you complete your practicum hours.	

[Assignments](#)

Assignment: Practicum Goals	1.1
Create three goals you wish to achieve during this semester of on-site practicum.	
Submit your goals to the assignment submission forum by Sunday.	

[Week 2: Practicum Reflection](#)

[Learning Objectives](#)

2.14 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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[Activities and Resources](#)

Readings	2.1
Best Practices in School Psychology <i>(School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
School Counseling in the 21st Century <i>(School Counseling Candidates)</i>	

Ch. 7: Prevention Programing in School Counseling Serving All Students Proactively

Preparation

N/A

Continue filling out your logs daily as you complete your practicum hours.

[Assignments](#)

Discussion: Week 2 Practicum Reflection

2.1

Respond to the following prompts, in 3-sentences or less, in the Week 2 Practicum Reflection discussion forum by Wednesday:

- Share an interesting practicum experience you have had.
- How is or is not this experience connected to this week’s readings?

Support your response utilizing APA citations from your readings.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

[Week 3: Practicum Reflection](#)

[Learning Objectives](#)

3.14 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

[Activities and Resources](#)

Readings

3.1

Best Practices in School Psychology (<i>School Psychology Candidates</i>)	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
School Counseling in the 21st Century (<i>School Counseling Candidates</i>)	
Ch. 8: Prevention Programming in School Counseling Serving All Students Proactively	

Preparation	N/A
Continue filling out your logs daily as you complete your practicum hours.	

[Assignments](#)

Discussion: Week 3 Practicum Reflection	3.1
<p>Respond to the following prompts, in 3-sentences or less, in the Week 3 Practicum Reflection discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • Share an interesting practicum experience you have had. • How is or is not this experience connected to this week’s readings? <p>Support your response utilizing APA citations from your readings.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

[Week 4: Practicum Reflection](#)

[Learning Objectives](#)

4.15 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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Activities and Resources

Readings	4.1
<i>Best Practices in School Psychology</i> (School Psychology Candidates)	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
<i>School Counseling in the 21st Century</i> (School Counseling Candidates)	
Ch. 9: Referral and Coordination in School Counseling	
Preparation	N/A
Continue filling out your logs daily as you complete your practicum hours.	

Assignments

Discussion: Week 4 Practicum Reflection	4.1
Respond to the following prompts, in 3-sentences or less, in the Week 4 Practicum Reflection discussion forum by Wednesday:	
<ul style="list-style-type: none">• Share an interesting practicum experience you have had.• How is or is not this experience connected to this week's readings?	
Support your response utilizing APA citations from your readings.	
Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Week 5: Practicum Reflection

Learning Objectives

5.14 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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Activities and Resources

Readings	5.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
<i>School Counseling in the 21st Century (School Counseling Candidates)</i>	
Ch. 10: School Counselor Consultation: A Bride Between Prevention and Intervention	

Preparation	N/A
Continue filling out your logs daily as you complete your practicum hours.	

Assignments

Discussion: Week 5 Practicum Reflection	5.1
Respond to the following prompts, in 3-sentences or less, in the Week 5 Practicum Reflection discussion forum by Wednesday:	
<ul style="list-style-type: none">• Share an interesting practicum experience you have had.• How is or is not this experience connected to this week's readings?	
Support your response utilizing APA citations from your readings.	

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

[Week 6: Practicum Reflection](#)

[Learning Objectives](#)

6.14 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

[Activities and Resources](#)

Readings

6.1

Best Practices in School Psychology (School Psychology Candidates)

Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

School Counseling in the 21st Century (School Counseling Candidates)

Ch. 11: Partners in Building a Postsecondary Education Going Culture

Preparation

N/A

Continue filling out your logs daily as you complete your practicum hours.

[Assignments](#)

Discussion: Week 6 Practicum Reflection

6.1

Respond to the following prompts, in 3-sentences or less, in the Week 6 Practicum Reflection discussion forum by Wednesday:

- Share an interesting practicum experience you have had.
- How is or is not this experience connected to this week’s readings?

Support your response utilizing APA citations from your readings.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

[Week 7: Practicum Reflection](#)

[Learning Objectives](#)

7.12 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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[Activities and Resources](#)

Readings	7.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
<i>School Counseling in the 21st Century (School Counseling Candidates)</i>	
Ch. 12: Beyond the Training Program: A School Counseling Career	

Preparation	N/A
Continue filling out your logs daily as you complete your practicum hours.	

[Assignments](#)

Discussion: Week 7 Practicum Reflection	7.1
Respond to the following prompts, in 3-sentences or less, in the Week 7 Practicum Reflection discussion forum by Wednesday: <ul style="list-style-type: none">• Share an interesting practicum experience you have had.• How is or is not this experience connected to this week’s readings? Support your response utilizing APA citations from your readings. Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

[Week 8: Evaluation Forms, Goal Progress & Logs](#)

[Learning Objectives](#)

8.11 Analyze your progress on previously set goals.	CLO1
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[Activities and Resources](#)

Readings	8.1
Best Practices in School Psychology (<i>School Psychology Candidates</i>) Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	
Goals (<i>Both Candidates</i>) Review the goals you wrote in Week 1.	

[Assignments](#)

Assignment: Goal Progress	8.1
<p>Examine your completed logs and the experience obtained over the past 8 Weeks.</p> <p>Write a one-sentence analysis of the progress you made in meeting each of the three goals you created in Week 1.</p> <p>Submit your 3-sentence analysis as a Word document by Sunday.</p>	
Assignment: Supervisor Evaluation	8.1
<p>Complete the evaluation or performance appraisal form completed by you and your supervisor, if you have completed at least 50% of your hours.</p> <p>Note. For School Psychologists it would be 225 out of 450 hours and for School Counselors it would be 50 out of 100 hours.</p> <p>Submit the form by Sunday. If you have not completed at least 50% of your hours, submit a statement stating as such.</p>	
Assignment: Logs	N/A
<p>Submit your completed and signed year to date logs by Sunday.</p>	

PPS60480: Case Study Development: Psycho-educational Assessment

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Explain historical perspectives concerning the nature and meaning of assessment.	Application	Standard 2, 11	Standard 21	Standard 17, 18,	Week 1: Data Paper
CLO2: Apply basic concepts of standardized and non-standardized testing and other assessment techniques.	Application	Standard 3, 4, 5, 6		Standard 17,19, 22, 23	Week 1: Discussion of Purpose of Testing
CLO3: Analyze statistical concepts, including scales of measurement and shapes, types of distributions, and reliability and validity.	Application	Standard 4, 10, 11, 13, 15		Standard 17, 22, 23, 24	Week 2: Data Paper
CLO4: Determine the impact of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations and legal and ethical considerations.	Integration	Standard 2, 3, 6, 8, 14		Standard 17, 18, 19	Week 2: Residency Discussion – Impact of School Climate and Demographics on Assessment Week 7: Case Study
CLO5: Analyze strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques.	Application	Standard 3, 4, 5, 6,		Standard 17, 18, 22, 23	Week 3: WJ COG Findings Week 4: WJ Oral Findings Week 5: WJ ACH Findings
CLO6: Determine if eligibility criteria have been met for a specific learning disability with an emphasis on CHC theory and Cross Battery.	Application	Standard 2, 4, 5, 6, 7, 10, 11, 12		Standard 17, 18, 19, 20, 22, 23	Week 6: Cross Battery Results Week 8: Psychoeducational Report

Week 1: Historical Perspectives & the Nature and Meaning of Assessment

Learning Objectives

1.16	Identify various historical perspectives on the nature of assessment.	CLO1
1.17	Explain multi-method assessment approach.	CLO2
1.18	Explain factors that influence data and test performance.	CLO1
1.19	Explain factor analytic theories of intelligence.	CLO1
1.20	Determine the connection between CHC theory and the educational criteria of Specific Learning Disability.	CLO6

Activities and Resources

Readings	1.1, 1.2, 1.3, 1.4, 1.5
Assessment of Children	
<ul style="list-style-type: none"> Ch. 1: Challenges in Assessing Children: The Process Ch. 2: Challenges in Assessing Children: The Context Ch. 7: Historical Survey and Theories of Intelligence Ch. 8: Correlates of Intelligence 	
Essentials of Cross-Battery Assessment	
<ul style="list-style-type: none"> Ch. 1: Overview Appendix B: CHC Broad and Narrow Ability Classification Tables for Tests Published Between 2001 and 2012 	
Online Resource	
California Education Code SLD	
X-BASS – Cross-Battery Assessment Software System	
Test List Tab	
YouTube	

View "[SPP 49: Dr. Dawn Flanagan and Cross Battery Assessment](#)" [1:13:50].

Document

Flanagan, D. P. (2014). *Cross-battery assessment: A pattern of strengths and weaknesses approach to SLD identification*. St. John's University, NY: Yale Child Study Center, School of Medicine.

Alliant Library: Recommended Reading

1.5

Check out a copy of the following book from the Alliant Library:

Thomas, A., & Grimes, J. editors. *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

Note. There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You will need to check out the book and make copies of *Ch. 22: A Psychometric Primer for School Psychologists*.

Return the book as soon as possible so that others have an opportunity to check-out the book and make copies.

[Assignments](#)

Discussion: Purpose of Testing

1.1, 1.2

Imagine you are conducting a psycho-educational assessment with a student and the student asks what is the purpose of the testing.

Respond to the following prompts in the Purpose of Testing discussion forum by Wednesday:

- How would you explain this process to a high school student? A first-grade student? Parents?
- Provide rationale for differences, if any, in your approach?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I

agree!

Assignment: SLD Identification Paper	1.3, 1.4, 1.5
<p>Write a 250-to 500-word paper that answers the following:</p> <ul style="list-style-type: none"> • What model of SLD identification does your practicum or internship site supervisor and district ascribe to: CHC/Cross Battery, discrepancy or a combination of both? • Why did your school site select that model? • Based on your experience at the school site, what are the pros and cons of their selection? <p>Submit your paper as a Word document by Sunday.</p>	

Week 2: Legal & Ethical Issues; Test Administration

Learning Objectives

2.15 Explain ethical, legal, and professional issues in assessment.	CLO4
2.16 Analyze factors involved in assessing ethnic minority children.	CLO4
2.17 Explain professional examiner qualities and environmental factors for test administration.	CLO4
2.18 Interpret statistics data and psychometrics primer.	CLO3

Activities and Resources

Readings	2.1, 2.2, 2.3, 2.4
<p>Assessment of Children</p> <ul style="list-style-type: none"> • Ch. 3: Ethical, Legal and Professional Issues • Ch. 4: A Primer on Statistics and Psychometrics 	

- Ch. 5: A Primer on Statistics and Psychometrics
- Ch. 6: Role of the Evaluator in the Assessment Process

Preparation: Test Administration

N/A

Prepare to administer the following tests to a student from your practicum or internship site:

- Woodcock Johnson Tests of Cognitive Abilities (*Week 3*)
- Woodcock John Tests of Oral Language (*Week 4*)
- Woodcock Johnson Tests of Achievement (*Week 5*)

Note. You will be building a student profile, so it is important these tests are administered to the same student each week.

Assignments

Discussion: Impact of Climate & Demographics on Assessment

2.1, 2.2, 2.3

Prepare to discuss the following questions during the Week 2 Residency Day:

- How would you describe the ethnic population and community or environment at your practicum or internship site?
- How do these factors impact the role of assessment at your site?
- Consider the school climate and demographics of your school site, what qualities do you feel an examiner should possess to be or effective at your school site? Provide rationale for your selections.

Note. You will be graded on your response and participation during the Week 2 Residency Day.

Faculty Note: View the Week 2 Residency Day outline for guidelines on conducting the residency.

Assignment: Data Paper

2.4

Write a 100-word, or less, paper that answers the following:

- What is the difference between a psychological assessment and a clinical assessment? Why are standard scores important?
- What role do standard scores play in assessment?
- How would you explain the bell curve, particularly the *average range*, to a parent?

Submit your paper as a Word document by Sunday.

Week 3: Woodcock Johnson Tests of Cognitive Abilities

Learning Objectives

3.15 Explain how to administer the Woodcock Johnson Tests of Cognitive Abilities.	CLO2
3.16 Determine which subtests should be administered to measure cognitive deficits per the California Education Code.	CLO5
3.17 Analyze referral information to determine appropriate selection of broad and narrow subtests measures of the Woodcock Johnson Tests of Cognitive Abilities.	CLO5
3.18 Interpret initial findings of the Woodcock Johnson Tests of Cognitive Abilities.	CLO3

Activities and Resources

Readings	3.1, 3.2, 3.3, 3.4
Assessment of Children	
Ch. 17: Woodcock Johnson IV Tests of Cognitive Abilities	
Check out the following from the Alliant Library: Schrank, F. A., Mather, N., & McGrew, K. S. (2014). Woodcock-Johnson IV tests of cognitive abilities . Rolling Meadows, IL: Riverside Publishing Company.	
Note. There are limited copies at each location. If possible, you may obtain the materials from your practicum or internship site. Make sure your copy contains the following:	

- Standard test book (323 pages)
- Extended test book (259 pages)
- Examiner's manual (134 pages)
- Examiner training workbook (29 pages)
- Audio recording
- Scoring guide (8 plastic sheets)
- Subject response booklet
- Test record form

Document

McGrew, K. (nd). *The new WJIV battery: Introduction and overview*. Institute for Applied Psychometrics.

Assignments

Discussion: Cognitive Assessment Tool

3.2

Respond to the following prompts in the Cognitive Assessment Tool discussion forum by Wednesday:

- What is the preferred cognitive assessment tool of your practicum or internship site supervisor?
- What is their rationale for this choice?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: WJ COG Findings

3.1, 3.3, 3.4

Administer the Woodcock-Johnson IV test of cognitive abilities to a student at your practicum or internship site, family member or friend.

Score the test using the WJ Score online software.

Write a narrative report describing your findings using the template provided.

Submit your WJ online scoring print out along with the narrative and PDF of the protocol by Sunday.

Week 4: Woodcock Tests of Oral Language & Achievement

Learning Objectives

4.16 Explain how to administer the Woodcock Johnson Tests of Oral Language and Achievement.	CLO2
4.17 Determine which subtests should be administered to measure oral language, oral expression deficits, and achievement deficits per the California Education code.	CLO5
4.18 Analyze referral information to determine appropriate selection of broad and narrow subtests of the Woodcock Johnson Tests of Oral Language and Achievement.	CLO5
4.19 Interpret initial findings of the Woodcock John Tests of Oral Language and Achievement.	CLO3

Activities and Resources

Readings	4.1, 4.2, 4.3, 4.4
<p>Check out the following from the Alliant Library:</p> <p>Schrank, F. A., Mather, N., & McGrew, K. S. (2014). Woodcock-Johnson IV tests of oral language. Rolling Meadows, IL: Riverside Publishing Company.</p> <p>Note. There are limited copies at each location. If possible, you may obtain the materials from your practicum or internship site. Make sure your copy contains the following:</p> <ul style="list-style-type: none">• Standard test book (227 pages)• Examiner's manual (110 pages)• Examiner training workbook (26 pages)• Technical manual on CD-ROM	

- Audio recording
- Test record form

Schrank, F. A., Mather, N., & McGrew, K. S. (2014). [Woodcock-Johnson IV tests of achievement](#). Rolling Meadows, IL: Riverside Publishing Company.

- Standard test book (231 pages)
- Extended test book (233 pages)
- Examiner's manual (204 pages)
- Examiner training workbook (29 pages)
- Technical manual on CD-ROM,
- Audio recording,
- Scoring guides
- Subject response booklet
- Test record form

Document

McGrew, K. (nd). *The new WJIV battery: Introduction and overview*. Institute for Applied Psychometrics.

Assignments

Discussion: Oral & Achievement Assessment Tool

4.2

Respond to the following prompts in the Oral & Achievement Assessment Tool discussion forum by Wednesday:

- Is the WJ-Oral assessment tool something your practicum or internship site supervisor administers regularly? Why or why not?
- If yes, what subtests of the WJ Oral does your practicum or internship site supervisor typically administer? Why?
- At your practicum or internship site, who typically administers achievement tests?
- What is the rationale for their decision on who administers the test?
- Which subtests do they routinely administer?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: WJ Oral & Achievement Findings

4.1, 4.3, 4.4

Administer the Woodcock-Johnson IV tests of oral language and achievement to a student at your practicum or internship site, family member or friend.

Score the test using the WJ Score online software.

Write a narrative report describing your findings using the template provided.

Submit your WJ online scoring printout along with the narrative and PDF of the protocol by Sunday.

Week 5: WISC-V

Learning Objectives

5.15	Explain how to administer the Wechsler’s Intelligence Scale for Children-fifth edition.	CLO2
5.16	Determine which subtests should be administered to measure cognitive deficits per the California Education Code.	CLO5
5.17	Analyze referral information to determine appropriate selection of broad and narrow subtests measures of the Wechsler’s Intelligence Scale for Children-Fifth Edition.	CLO3
5.18	Interpret initial findings of the Wechsler’s Intelligence Scale for Children-Fifth Edition.	CLO3

Activities and Resources

Readings	5.1, 5.2, 5.3, 5.4
<i>Assessment of Children</i>	

- Ch 9: Wechsler's Intelligence Scale for Children-Fifth Edition (WISC-V): Description
- Ch. 10: WISC-V Subtests
- Ch. 11: Interpreting the WISC-V

Check out the following from the Alliant Library:

Wechsler, D. (2014). WISC-V [kit]: Wechsler Intelligence Scale for Children (5th ed.). Indianapolis, IN: Psychological Corporation.

Note. There are limited copies at each location. If possible, you may obtain the materials from your practicum or internship site. Make sure your copy contains the following:

- Administration and scoring manual (371 pages)
- Administration and scoring manual supplement (125 pages)
- Stimulus book 1
- Stimulus book 2
- Stimulus book 3

Assignments

Discussion: WISC-V

5.2

Respond to the following prompts in the WISC-V discussion forum by Wednesday:

- When administering the WISC-V, what subtests does your site supervisor typically administer? Explain the rationale of their choice.
- Does your site supervisor prefer to score the protocols as they go? Why or why not?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: WISC-V Findings

5.1, 5.3, 5.4

Administer the Wechsler’s Intelligence Scale for Children-Fifth Edition to a student at your practicum or internship site, family member or friend.

Score the test using the manual and Symbol Search and Coding Keys.

Write a narrative report describing your findings using the template provided.

Submit your narrative report and PDF of the protocol by Sunday.

[Week 6: Test Administration, Analysis & Background Information](#)

Learning Objectives

6.15 Identify personal strengths and weaknesses in test administration.	CLO2
6.16 Determine how to compile an assessment plan utilizing the Woodcock Johnson.	CLO5
6.17 Analyze the impact of assessment findings of the Woodcock Johnson on classroom performance to determine need for additional support.	CLO3
6.18 Determine how background information may contribute to findings on the Woodcock Johnson.	CLO4
6.19 Interpret the strengths and weaknesses in student performance provided by the XBASS software.	CLO5, CLO6

Activities and Resources

Readings	6.1, 6.2, 6.3, 6.4, 6.5
<i>Essentials of Cross-Battery Assessment</i>	
Ch. 4: Cross-Battery Assessment for SLD Identification	
Preparation: Parent Interview	N/A

Prepare to interview the parent of the student you administered the Woodcock-Johnson IV tests to obtain background information for an assignment due in Week 7.

Assignments

Discussion: Test Administration

6.1, 6.2, 6.3, 6.4

Prepare to discuss the following question during the Week 6 Residency Day:

- What methods and from what sources does your practicum or internship site supervisor use to acquire background information?
- What is the primary source of information does your practicum or internship supervisor use when developing an assessment plan?
- How can the data from your testing impact classroom performance?
- What are your personal strengths and weaknesses in test administration?

Note. You will be graded on your response and participation during the Week 6 Residency Day.

Faculty Note: View the Week 6 Residency Day outline for guidelines on conducting the residency.

Assignment: Cross Battery Results

6.5

Input the Woodcock-Johnson IV test results from Weeks 3, 4, & 5 into the Cross-Battery Software (XBASS).

Write a 200-word narrative description of the results provided.

Consider the following as you write your narrative:

- How would you describe your experience using the XBASS software?
- What areas were not cohesive? Why may they not be cohesive?
- Were items indicated that "clinical judgement" is needed? What are your thoughts on the pattern of the student's scores?
- Would you recommend doing some additional testing? Why or why not?

Submit your narrative and the Cross Battery print out by Sunday.

Week 7: Narrative Report Writing

Learning Objectives

7.13 Compare domain-based and question-based reports.	CLO2, CLO5
7.14 Define a comprehensive report.	CLO5
7.15 Analyze relevant background information to develop a referral question.	CLO4

Activities and Resources

Readings	7.1, 7.2, 7.3
<i>Writing Useful, Accessible and Legally Defensible Psychoeducational Reports</i>	
Ch. 3: How Do I Make My Reports More Useful to Consumers?	
<i>Assessment of Children</i>	
Ch. 18: Report Writing	
<i>Document</i>	
Review the Sample Narrative Report.	

Assignments

Discussion: Reports	7.1, 7.2
Respond to the following prompts in the Reports discussion forum by Wednesday: Does your practicum or internship site supervisor write domain based or question based reports? Explain their rationale.	

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Case Study

7.3

Complete a developmental history with the parent of the student.

Create a case study of the student you administered the Woodcock-Johnson IV tests.

Write a narrative report of your findings based on the information obtained during the developmental interview.

Utilize the Sample Narrative Report as a template.

Submit your case study and narrative report as a Word document by Sunday.

[Week 8: Psycho-Educational Report Writing](#)

Learning Objectives

8.12 Identify required components of psycho-educational reports.

CLO5

8.13 Explain best practices of using a report template.

CLO2, CLO5

8.14 Justify assessment findings to support eligibility recommendations in a comprehensive report.

CLO6

Activities and Resources

Readings	8.1, 8.2, 8.3
<p><i>Writing Useful, Accessible and Legally Defensible Psychoeducational Reports</i></p> <ul style="list-style-type: none">• Ch. 2: What Makes a Report Legally Defensible?• Ch. 4: Step-by-Step, How Do I Write Useful and Legally Defensible Reports?• Ch. 5: How Do I Solve Practical Problems Along the Way to Question-Driven Report Writing?	
<p><i>Document</i></p> <p>Review the Sample Psycho-Educational Report.</p>	

Assignments

Discussion: Report Writing	8.2
<p>Respond to the following prompts in the Report Writing discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What process does your practicum or internship site supervisor undergo when writing a psychoeducational report?• Do they use a report template and report writing software?• Does the district have a uniform way that all psychologists must write their reports or do psychologists have creative liberty in their report writing?• What part of the report writing process do you find most challenging? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Psycho-Educational Report	8.1, 8.3
<p>Write a CHC domain based psycho-educational report on your student.</p>	

Utilize the Sample Psycho-Educational Report as a template.

Include the following in your report:

- WJ Cog scores and finding
- WJ Oral scores and findings
- WJ Achievement scores and findings
- Background information
- Conclusion regarding the student's eligibility for special education

Submit your report as a Word document by Sunday.

PPS61030: Practicum

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze various components that impact school culture.	Engagement	Standards 1 & 3	Standard 17	Standard 17	Logs
CLO2: Analyze schools as a system through interviews, observations, and records review.	Teaching & Learning	Standard 7	Standards 27 & 28	Standard 18	Logs
CLO3: Evaluate personal experiences that color your view of the school as a system.	Discovery	Standard 2	Standards 25 & 26	Standard 25	Logs

Week 1: An Overview of Different School Settings

Learning Objectives

1.21 Analyze last semester's logs and documents to inform your goals for this semester's goals for the purpose of ensuring a well-rounded practicum experience.	CLO2, CLO3
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Activities and Resources

Readings	1.1
Best Practices in School Psychology (School Psychology Candidates)	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

Assignments

Assignment: Practicum Goals	1.1
Create three goals you wish to achieve during this semester of on-site practicum.	
Submit your goals to the assignment submission forum by Sunday.	
Discussion: Week 1 Practicum Reflection	1.1
Respond to the following prompt, in 3-sentences or less, in the Week 1 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
Reply to one classmate’s post, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Week 2: Practicum Experience

Learning Objectives

2.19 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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Activities and Resources

Readings	2.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

Assignments

Discussion: Week 2 Practicum Reflection	2.1
<p>Respond to the following prompt, in 3-sentences or less, in the Week 2 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.</p> <p>Reply to one classmate’s post, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Week 3: Practicum Experience

Learning Objectives

3.19 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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Activities and Resources

Readings	3.1
<p><i>Best Practices in School Psychology (School Psychology Candidates)</i></p> <p>Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.</p>	

Assignments

Discussion: Week 3 Practicum Reflection	3.1
<p>Respond to the following prompt, in 3-sentences or less, in the Week 3 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.</p>	

Reply to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

[Week 4: Practicum Experience](#)

[Learning Objectives](#)

4.20 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

[Activities and Resources](#)

Readings

4.1

Best Practices in School Psychology (School Psychology Candidates)

Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

[Assignments](#)

Discussion: Week 4 Practicum Reflection

4.1

Respond to the following prompt, in 3-sentences or less, in the Week 4 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

Reply to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

[Week 5: Practicum Experience](#)

[Learning Objectives](#)

5.19 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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Activities and Resources

Readings	5.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

Assignments

Discussion: Week 5 Practicum Reflection	5.1
Respond to the following prompt, in 3-sentences or less, in the Week 5 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
Reply to one classmate’s post, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Week 6: Practicum Experience

Learning Objectives

6.20 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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Activities and Resources

Readings	6.1
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Best Practices in School Psychology (*School Psychology Candidates*)

Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

Assignments

Discussion: Week 6 Practicum Reflection

6.1

Respond to the following prompt, in 3-sentences or less, in the Week 6 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

Reply to one classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Week 7: Practicum Experience

Learning Objectives

7.16 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

Activities and Resources

Readings

7.1

Best Practices in School Psychology (*School Psychology Candidates*)

Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

Assignments

Discussion: Week 6 Practicum Reflection	7.1
Respond to the following prompt, in 3-sentences or less, in the Week 6 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
Reply to one classmate’s post, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Assignment: Evaluation Form	N/A
Complete the Term 2 Student portion of the evaluation.	
Submit the form by Sunday.	

[Week 8: Goal Progress](#)

[Learning Objectives](#)

8.15 Analyze your progress on previously set goals.	CLO1, CLO2
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[Activities and Resources](#)

Readings	8.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

[Assignments](#)

Assignment: Goal Progress	8.1
Examine your completed logs and the experience obtained over the past 8 Weeks. Write a one-sentence analysis of the progress you made in meeting each of the three goals you created in Week 1. Submit your 3-sentence analysis as a Word document by Sunday.	
Assignment: Supervisor Evaluation	N/A
Submit the evaluation or performance appraisal form completed by you and your supervisor by Sunday.	
Assignment: Logs	N/A
Submit your completed and signed year to date logs.	

PPS60460: Assessment of Learning Problems and Intervention Strategies

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Plan assessment batteries based on referral concerns and student characteristics.	Application	4, 5, 10, 3	N/A	19, 20, 22, 23	Case Study Presentation; Dyslexia for Parental Understanding
CLO2: Analyze the influence of cultural and linguistic diversity on student learning to apply appropriate alternative assessment procedures for African American and English Language Learners.	Application	3, 4, 6, 7, 11	N/A	17, 18, 19, 22, 23	ELL Student Cross Battery Report; African American Student Cross Battery Report
CLO3: Determine validity of assessment scores for English Language Learners using the C-LIM to appropriately interpret results.	Application	3, 4, 6, 7, 11	N/A	17, 18, 19, 22, 23	ELL Student Cross Battery Report
CLO4: Interpret cross-battery results to determine if additional assessments are needed to corroborate or refute initial findings or hypothesis testing.	Application	4, 11, 15	NA	22, 24	Comparison Paper
CLO5: Analyze the strengths and weaknesses of the cross- battery results through the most recent versions of the cognitive and processing tests.	Application	4, 11, 15	N/A	22, 24	XBASS PSW Analyzer
CLO6: Evaluate assessment findings in the CHC areas to analyze the relevant CHC factors under the cognitive and processing areas of the Education Code to determine of the student qualifies.	Leadership	4, 6, 11, 15	N/A	22, 24	Cross Battery Report

Week 1: Understanding the Difference of Specific Learning Disability, Intellectual Disability & Slow Learning

Learning Objectives

1.22 Compare Specific Learning Disability options A, B, C and PSW.	CLO4, CLO5
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1.23 Explain the importance of identifying exclusionary factors.	CLO2, CLO3, CLO4
1.24 Compare Specific Learning Disability, Intellectual Disability and Slow Learning.	CLO4, CLO5, CLO6

Activities and Resources

Readings	1.1, 1.2, 1.3
<p><i>Foundations of Behavioral, Social, & Clinical Assessment</i></p> <ul style="list-style-type: none"> Ch. 16: Specific Learning Disabilities: Background Considerations Ch. 17: Specific Learning Disabilities: Assessment and Intervention Ch. 18: Intellectual Disability 	
<p><i>Essentials of Cross-Battery Assessment</i></p> <p>Read the following sections of Ch. 4: Cross-Battery Assessment for SLD Identification:</p> <ul style="list-style-type: none"> Level II: Exclusionary Factors pp. 245-252 Brief Perspective on the Definition of SLD pp. 227-239 Generally average ability to think and reason pp. 266-272 	
<p><i>Online Resources</i></p> <ul style="list-style-type: none"> Flanagan, D. P. & Alfonso, V. C. (2015). The Utility of X-BASS in the Identification of SLD. 11th Annual School Neuropsychology Summer Institute presentation. CALPADS Primary Disability Category Codes from the California Department of Education. Education Code – EDC, Title 2, Chapter 4, Article 2.5, 56337 from the California Legislative Information. Core Component 10: Disability Determination from the California Department of Education. 	

Assignments

Discussion: Intellectual Disability & Slow Learning	1.3
Respond to the following prompts in the Intellectual Disability & Slow Learning discussion forum by Wednesday:	

- Describe the practices of assessing and supporting students that have been identified as intellectually disabled at your practicum site.
- What interventions are in place for slow learners at your practicum site?
- If you were provided an opportunity to create an academic intervention program, what population would you target? What skill would you hope to develop? Why?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Comparison Paper

1.1, 1.2

Write a brief paper comparing the Specific Learning Disability options A, B, C and PSW.

Include an explanation of the importance of identifying exclusionary factors when determining Special Education Eligibility.

Submit your paper as a Word document by Sunday.

[Week 2: Understanding Cross Battery Interpretation & Dual Discrepancy/Consistency Model \(Residency Week\)](#)

Learning Objectives

2.20 Define narrow and broad abilities.

CLO4

2.21 Identify narrow abilities subtests most relevant for reading, writing, and math.

CLO4, CLO5, CLO6

2.22 Explain the operational definition of dual discrepancy model.

CLO1, CLO4, CLO5, CLO6

2.23 Explain PSW characteristics within the dual discrepancy/consistency model.

CLO5, CLO6

2.24 Determine how cognitive deficits manifest across a range of specific academic skills.

CLO5, CLO6

Activities and Resources

Readings	2.1, 2.2, 2.3, 2.4, 2.5
<p><i>Essentials of Cross-Battery Assessment</i></p> <p>Read the following sections:</p> <ul style="list-style-type: none">• Ch. 1: Overview• Appendix A: CHC Narrow Ability Definitions and Task Examples• Appendix B: CHC Broad and Narrow Ability Classification Tables for Tests Published Between 2001 and 2012• Ch. 2: How to Organize a Cross-Battery Assessment Using Cognitive, Achievement, and Neuropsychological Batteries• Ch. 4: Cross-Battery Assessment for SLD Identification• Appendix H: Understanding and Using the XBA PSW-A v1.0 Software Program Tab by Tab	
<p><i>Online Resources</i></p> <p>Review the following:</p> <p>Flanagan, D. P. & Alfonso, V. C. (2015). The Utility of X-BASS in the Identification of SLD. 11th Annual School Neuropsychology Summer Institute presentation.</p>	

Assignments

Discussion: Week 2 Residency Discussion	2.2
<p>Prepare to discuss the following questions during the Week 2 Residency Day:</p> <ul style="list-style-type: none">• What is the relationship between Gv and writing achievement?• What is orthography? How does it relate to written language?• Are the psychologists in your district routinely assessing orthography? If yes, how – using what assessment measure? If not, what is their rationale? <p>Note. You will be graded on your response and participation during the Week 2 Residency Day.</p>	
<p>Faculty Note: View the Week 2 Residency Day outline for guidelines on conducting the residency.</p>	

Assignment: Case Study Presentation	2.1, 2.3, 2.4, 2.5
<p>Create an oral presentation with a partner, during the residency, based on the case study information that will be provided during the Week 2 Residency, Day 1.</p> <p>Complete the following:</p> <ul style="list-style-type: none"> • Review the student background information that is provided to you • Select tests that you would like to administer based on the scores provided to you • Input information in the software <p>Prepare to present your findings during the Week 2 Residency Day.</p>	

Week 3: Dyslexia Assessment & Identification

Learning Objectives

3.20	Define dyslexia.	CLO1
3.21	Compare California guidelines for the identification of dyslexia to the federal guidelines.	CLO6
3.22	Explain possible signs of dyslexia.	CLO2
3.23	Reinterpret the levels of assessment and intervention of dyslexia for parental understanding.	CLO4, CLO5
3.24	Analyze the social emotional impacts of dyslexia.	CLO1, CLO2, CLO4, CLO5

Activities and Resources

Readings	3.1, 3.2, 3.3, 3.4, 3.5
<i>Essentials of Dyslexia Assessment and Intervention</i>	

- Ch. 1: Understanding Dyslexia
- Ch. 2: A Brief History of Dyslexia
- Ch. 3: The Brain and Dyslexia
- Ch. 5: Assessment of the Cognitive and Linguistic Correlates of Dyslexia
- Ch. 12: Dyslexia in the Schools

Online Resource

Special Education Division. (2017). [California Dyslexia Guidelines](#). Sacramento, CA: California Department of Education.

Read the following:

- Ch. 1: A Twenty-First-Century Definition of Dyslexia
- Ch. 5: Socioemotional Factors of Dyslexia
- Ch. 6: When the Concern May Not Be Dyslexia

Assignments

Discussion: Unexpectedness

3.1, 3.2

Respond to the following prompts in the Unexpectedness discussion forum by Wednesday:

- The California Department of Education, in their definition of dyslexia, does not define ‘unexpectedness’ when discussing academic weaknesses. How would you operationally define unexpectedness?
- How would you evaluate an ‘unexpected’ academic deficit?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Evaluating Dyslexia

3.3, 3.4

Respond to the following prompts in the Evaluating Dyslexia discussion forum by Wednesday:

- How does your practicum site address assessment requests that specifically indicate an evaluation for dyslexia?
- Do the psychologists address dyslexia concerns within the framework of Specific Learning Disability eligibility or do they write a report that is uniquely and specifically about dyslexia? Provide rationale.
- What assessment tools are included in their battery when they are evaluating dyslexia?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Dyslexia for Parental Understanding

3.4, 3.5

Consider the following scenario:

During fall semester universal/Tier 1 screening, a first student was identified as being below grade level in reading. The student was placed in a reading intervention which is where they remained for the rest of the year. The school reading intervention teacher provided the parent recommendations about how to continue working on reading over the summer. In the fall of their second-grade year, the student's reading progress was reevaluated. It was discovered that there was little progress made since the reading interventions were implemented. The parent is now requesting an evaluation for dyslexia.

Create a video showing how you would explain the CA guidelines of dyslexia and your process of determining eligibility to a parent.

Write a 250-to 400-word paper that address the following:

- What exclusionary factors should be considered?
- Would you recommend that the school-based team grant or deny the parent's request for evaluation? Why or why not?

Note. Upload your video as an MP3 or MP4 file to a shared drive such as OneDrive or Google Drive.

Submit a link to your video and paper as a Word document by Sunday.

Week 4: Understanding Educational Achievement & Performance

Learning Objectives

4.21	Identify weaknesses and deficits in cognitive ability.	CLO5
4.22	Determine the impact of unexpected underachievement on assessment results.	CLO4, CLO5
4.23	Interpret the PSW Analyzer illustrations from the cross-battery software.	CLO4, CLO5, CLO6
4.24	Determine if the pattern of strengths and weaknesses has an adverse effect on educational performance.	CLO5
4.25	Evaluate cross-battery findings to identify appropriate interventions and strategies related to cognitive deficits.	CLO4, CLO5, CLO6

Activities and Resources

Readings	4.1, 4.2, 4.3, 4.4, 4.5
<p><i>Essentials of Cross- Battery Assessment</i></p> <p>Ch. 3: How to Interpret Test Data</p> <p>Review the following:</p> <ul style="list-style-type: none"> Ch. 4: Cross-Battery Assessment for SLD Identification Appendix H: Understanding and Using the XBA PSW-A v1.0 Software Program Tab by Tab 	
<p><i>Essentials of Specific Learning Disability Identification</i></p> <ul style="list-style-type: none"> Ch. 14: Difference or Disorder: Assessment of SLD with an English Learner Ch. 15: Differential Diagnosis of SLD Versus Other Difficulties 	
Preparation: Alliant Library	N/A

Check out a copy of the following book from the Alliant Library:

Thomas, A., & Grimes, J. editors. *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

Note. There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You will need to check out the book and make copies of the following:

Ch. 5: Best Practices in Nondiscriminatory Assessment by Samuel O. Ortiz

Return the book as soon as possible so that others have an opportunity to check-out the book and make copies *before Week 6*.

Note. You may have purchased this 6-volume set for another course in the program.

Assignments

Discussion: Classroom Interventions

4.5

Respond to the following prompts in the Classroom Interventions discussion forum by Wednesday:

- What are common classroom interventions used on your practicum site for reading? What are common accommodations used at your site for reading?
- What are common classroom interventions used on your practicum site for math? What are common accommodations used at your site for math?
- What are common classroom interventions used on your practicum site for written language? What are common accommodations used at your site for written language?

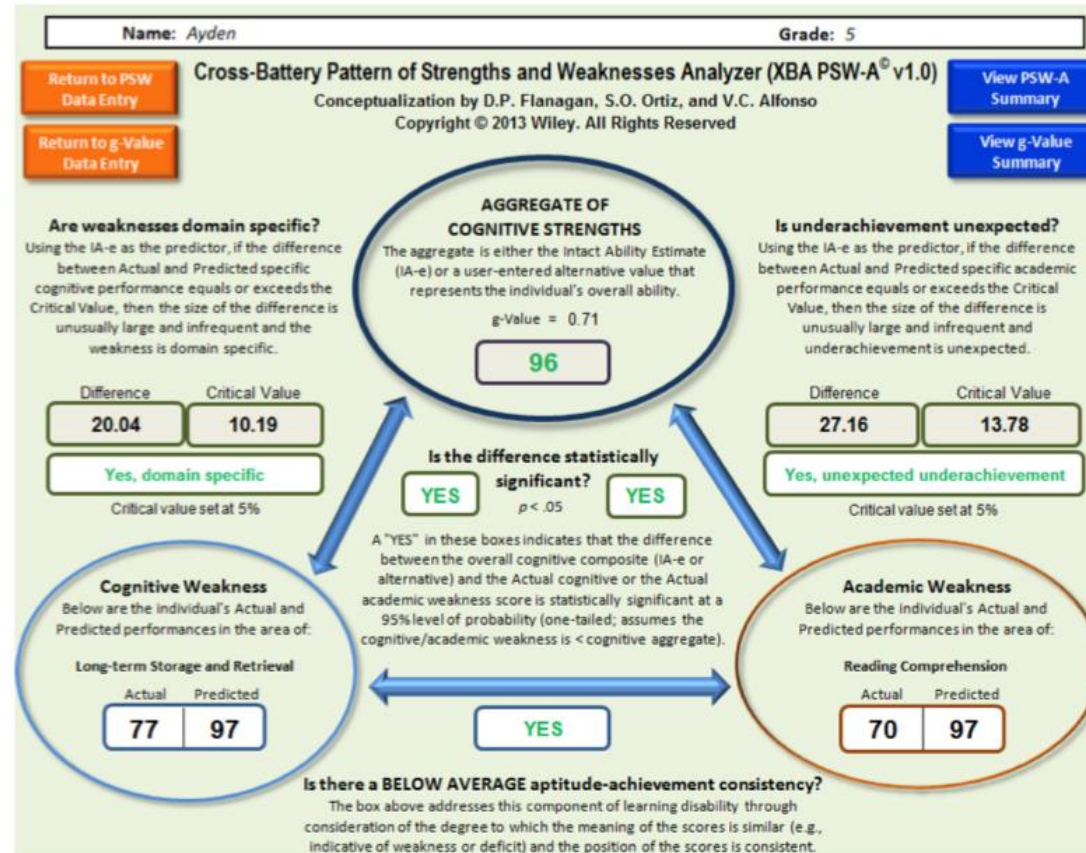
Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: XBASS PSW Analyzer

4.1, 4.2, 4.3, 4.4, 4.5

Review the following:



Write a 500-to 850-word narrative about your findings that include the following:

- What are the strengths and weaknesses?
- What is the significance of the weaknesses notes?
- What academic interventions would you recommend?
- What classroom accommodations would you suggest?

Provide rationale for your findings.

Submit your narrative as a Word document by Sunday.

Week 5: Evaluating English Only Students – Theory to Practice

Learning Objectives

5.20 Employ all aspects of the XBASS software effectively.	CLO1, CLO4, CLO5, CLO6
5.21 Interpret XBASS findings to determine eligibility.	CLO5, CLO6

Activities and Resources

Readings	5.1, 5.2
<p><i>Essentials of Cross-Battery Assessment</i></p> <p>Ch. 6: Strengths and Weaknesses of the Cross-Battery Assessment Approach</p>	
<p><i>Essentials of Specific Learning Disability Identification</i></p> <p>Ch. 11: Dual Discrepancy/Consistency Operational Definition of SLD: Integrating Multiple Data Sources and Multiple Data-Gathering Methods</p>	
<p><i>Foundations of Behavioral, Social, and Clinical Assessment of Children</i></p> <p>Ch. 25: Report Writing</p>	
<p><i>Documents</i></p> <p>Review the following XBA Sample Reports:</p> <ul style="list-style-type: none"> • Campbell Case Study • Hannah Case Study 	

Assignments

Discussion: Evaluating an English Only Student	N/A
<p>Respond to the following prompts in the Evaluating an English Only Student discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What assessment tools does your practicum supervisor use or recommend when evaluating an ‘English Only’ student for Specific Learning Disability?• After an academic assessment tool, like the WJ-ACH-IV or the WIAT-III, is administered and additional academic testing is deemed necessary, such as GORT-5, TOWL-4, etc., who administers the tests? <p>Provide rationale.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: English Only Student Cross Battery Report	5.1, 5.2
<p>Review the case study for the English Only student.</p> <p>Input the relevant information into the XBASS software:</p> <ul style="list-style-type: none">• Data entry• XBA analyzer• Data organizer• Strength and weakness indicators• PSW analyzer data summary• G-value• PSW analyzer <p>Interpret the XBASS findings.</p>	

Write a cross battery psychoeducational report analyzing the data through a written narrative interpretation. Use the Cross-Battery template to write your report.

Include your conclusion and rationale about the student's eligibility to receive Special Education services under the disabling condition of Specific Learning Disability.

Submit your Cross-Battery report by Sunday.

[Week 6: Evaluating English Language Learners](#)

Learning Objectives

6.21	Explain socioeconomic influences on psychological testing.	CLO1, CLO4
6.22	Interpret current approaches for assessing diverse populations.	CLO2, CLO3
6.23	Analyze CELDT scores or other culture-language test classifications to determine areas of need or support.	CLO2
6.24	Employ the C-LIM Tab of the XBASS software.	CLO3, CLO4, CLO5, CLO6

Activities and Resources

Readings	6.1, 6.2, 6.3, 6.4
<i>Essentials of Cross- Battery Assessment</i>	
<ul style="list-style-type: none"> Ch. 5: Cross-Battery Assessment of Individuals from Culturally and Linguistically Diverse Backgrounds Appendix I: Cognitive and Neuropsychological Battery-Specific Culture-Language Matrices 	
<i>Alliant Library</i>	
Check out a copy of the following book from the Alliant Library:	
Thomas, A., & Grimes, J. editors. <i>Best practices in school psychology</i> (5th ed.). Bethesda, MD: National Association of School Psychologists.	

Note. There are 12 copies of this book, 6 in the Los Angeles Reference and 6 in the San Francisco Main collection. You will need to check out the book and make copies of the following:

Ch. 5: Best Practices in Nondiscriminatory Assessment by Samuel O. Ortiz

Note. You may have purchased this 6-volume set for another course in the program.

Foundations of Behavioral, Social, and Clinical Assessment of Children

Ch. 4: Culturally and Linguistically Diverse Children

Essentials of Specific Learning Disability Identification

Ch. 14: Difference or Disorder: Assessment of SLD with an English Learner

Documents

Review the following XBA Sample Reports:

- Campbell Case Study
- Hannah Case Study

Assignments

Discussion: Evaluating an ELL Student

6.1, 6.2

Prepare to discuss the following questions during the Week 6 Residency Day:

- What assessment tools does your practicum supervisor use or recommend when evaluating an ‘English Language Learner’ student for Specific Learning Disability?
- If your site supervisor is monolingual (English Only), how confident do they feel about their practices when evaluating ELL students? What are your thoughts on their position?
- What factors do they consider when determining if their test results are a valid and accurate reflection of the student's ability?
- Is there a bilingual psychologist or staff member that they consult with or work closely completing an evaluation for an ELL student? How does that bilingual psychologist or staff member support them?

Note. You will be graded on your response and participation during the Week 6 Residency Day.

Faculty Note: View the Week 6 Residency Day outline for guidelines on conducting the residency.

Assignment: ELL Student Cross Battery Report

6.1, 6.2, 6.3, 6.4

Review the case study for the ELL student.

Input the relevant information into the XBASS software:

- Data entry
- XBA analyzer
- Data organizer
- Strength and weakness indicators
- PSW analyzer data summary
- G-value
- PSW analyzer

Interpret the XBASS findings.

Write a cross battery psychoeducational report analyzing the data through a written narrative interpretation. Use the Cross-Battery template to write your report.

Include your conclusion and rationale about the student's eligibility to receive Special Education services under the disabling condition of Specific Learning Disability.

Submit your Cross-Battery report by Sunday.

[Week 7: Evaluating African American Students](#)

Learning Objectives

7.17 Determine the impact of Larry P. v. Riles on the psychoeducational evaluation of African American students.

CLO2

7.18 Explain assessment methods and selection of test instruments.

CLO1

7.19 Distinguish the difference in data analysis to determine eligibility for African American students versus other students.	CLO2, CLO4, CLO5, CLO6
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Activities and Resources

Readings	7.1, 7.2, 7.3
<p>Assessment of Children</p> <p>Read pages 142–145.</p>	
<p>Alliant Library</p> <p>Shifrer, D., Muller, C., & Callahan, R. (2011). Disproportionality and Learning Disabilities: Parsing Apart Race, Socioeconomic Status, and Language. <i>Journal of Learning Disabilities</i>, 44(3), 246–257.</p> <p>Proctor, S. L., Graves Jr., S. L., & Esch, R. C. (2012). Assessing African American Students for Specific Learning Disabilities: The Promises and Perils of Response to Intervention. <i>Journal Of Negro Education</i>, 81(3), 268-282.</p>	
<p>Online Resources</p> <p>Dawson, R. (2012). Assessing African American Students: An Authentic Assessment Model. CASP Presentation: California Department of Education, Diagnostic Center of Northern California.</p> <p>Hiramoto, J. F. (2014). Best Practice Guidelines for the Assessment of African American Students' Cognitive Processes. California Department of Education, Diagnostic Center of Northern California.</p>	
<p>Documents</p> <p>Review the following XBA Sample Reports:</p> <ul style="list-style-type: none"> • Campbell Case Study • Hannah Case Study 	

Assignments

Discussion: Evaluating an African American Student	7.1, 7.2, 7.3
<p>Respond to the following prompts in the Evaluating an African American Student discussion forum by Wednesday:</p>	

- What assessment tools does your practicum supervisor use or recommend when evaluating an 'African American' student for Specific Learning Disability?
- If your site supervisor is not of African American descent, how confident do they feel about their practices when evaluating African American students? What are your thoughts on their position?
- What factors do they consider when determining if their test results are a valid and accurate reflection of the student's ability?
- Is there an African American colleague or staff member that they consult with or work closely completing an evaluation for an African American student and their family? Why or Why not? How does that African American colleague or staff member support them?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: African American Student Cross Battery Report

7.1, 7.2, 7.3

Review the case study for the African American student.

Input the relevant information into the XBASS software:

- Data entry
- XBA analyzer
- Data organizer
- Strength and weakness indicators
- PSW analyzer data summary
- G-value
- PSW analyzer

Interpret the XBASS findings.

Write a cross battery psychoeducational report analyzing the data through a written narrative interpretation. Use the Cross-Battery template to write your report.

Include your conclusion and rationale about the student's eligibility to receive Special Education services under the disabling condition of Specific Learning Disability.

Submit your Cross-Battery report by Sunday.

Week 8: Final Exam

Learning Objectives

8.16 Evaluate your knowledge of cross-battery assessment to enhance the learning of students.

CLO2, CLO3, CLO4, CLO5, CLO6

Activities and Resources

Readings

8.1

Review the following:

- All assigned textbook readings.
- Case studies, your interpretation, and instructor feedback.

Practice entering data into the XBASS software.

Assignments

Assignment: Final Exam

8.1

Complete the Final Exam.

PPS1040: Practicum

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze various components that impact school culture.	Engagement	Standards 1 & 3	Standard 17	Standard 17	Logs
CLO2: Analyze schools as a system through interviews, observations, and records review.	Teaching & Learning	Standard 7	Standards 27 & 28	Standard 18	Logs
CLO3: Evaluate personal experiences that color your view of the school as a system.	Discovery	Standard 2	Standards 25 & 26	Standard 25	Logs

Week 1: An Overview of Different School Settings

Learning Objectives

1.25 Analyze last semester's logs and documents to inform your goals for this semester's goals for the purpose of ensuring a well-rounded practicum experience.	CLO2, CLO3
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Activities and Resources

Readings	1.1
Best Practices in School Psychology (School Psychology Candidates)	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

Assignments

Assignment: Practicum Goals	1.1
Create three goals you wish to achieve during this semester of on-site practicum.	
Submit your goals to the assignment submission forum by Sunday.	
Discussion: Week 1 Practicum Reflection	1.1
Respond to the following prompt, in 3-sentences or less, in the Week 1 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
Reply to one classmate’s post, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

Week 2: Practicum Experience

Learning Objectives

2.25 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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Activities and Resources

Readings	2.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	

Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

Assignments

Discussion: Week 2 Practicum Reflection

2.1

Respond to the following prompt, in 3-sentences or less, in the Week 2 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

Reply to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Week 3: Practicum Experience

Learning Objectives

3.25 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

Activities and Resources

Readings

3.1

Best Practices in School Psychology (School Psychology Candidates)

Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

Assignments

Discussion: Week 3 Practicum Reflection	3.1
Respond to the following prompt, in 3-sentences or less, in the Week 3 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.	
Reply to one classmate’s post, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

Week 4: Practicum Experience

Learning Objectives

4.26 Analyze further, the roles your profession plays in schools as a system.	CLO1, CLO2, CLO3
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Activities and Resources

Readings	4.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

Assignments

Discussion: Week 4 Practicum Reflection	4.1
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Respond to the following prompt, in 3-sentences or less, in the Week 4 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

Reply to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 5: Practicum Experience](#)

[Learning Objectives](#)

5.22 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

[Activities and Resources](#)

Readings

5.1

Best Practices in School Psychology (School Psychology Candidates)

Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

[Assignments](#)

Discussion: Week 5 Practicum Reflection

5.1

Respond to the following prompt, in 3-sentences or less, in the Week 5 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

Reply to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 6: Practicum Experience](#)

[Learning Objectives](#)

6.25 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

[Activities and Resources](#)

Readings

6.1

Best Practices in School Psychology (School Psychology Candidates)

Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

[Assignments](#)

Discussion: Week 6 Practicum Reflection

6.1

Respond to the following prompt, in 3-sentences or less, in the Week 6 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

Reply to one classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

[Week 7: Practicum Experience](#)

[Learning Objectives](#)

7.20 Analyze further, the roles your profession plays in schools as a system.

CLO1, CLO2, CLO3

[Activities and Resources](#)

Readings

7.1

Best Practices in School Psychology (School Psychology Candidates)

Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.

[Assignments](#)

Discussion: Week 6 Practicum Reflection

7.1

Respond to the following prompt, in 3-sentences or less, in the Week 6 Practicum Reflection discussion forum by Wednesday: Share an interesting practicum experience you have had.

Reply to one classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Evaluation Form	N/A
Complete the Term 2 Student portion of the evaluation.	
Submit the form by Sunday.	

[Week 8: Goal Progress](#)

[Learning Objectives](#)

8.17 Analyze your progress on previously set goals.	CLO1, CLO2
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[Activities and Resources](#)

Readings	8.1
<i>Best Practices in School Psychology (School Psychology Candidates)</i>	
Read at least one article from this text in preparation for the PRAXIS II exam you will take after your internship.	

[Assignments](#)

Assignment: Goal Progress	8.1
Examine your completed logs and the experience obtained over the past 8 Weeks.	
Write a one-sentence analysis of the progress you made in meeting each of the three goals you created in Week 1.	
Submit your 3-sentence analysis as a Word document by Sunday.	

Assignment: Supervisor Evaluation	N/A
Submit the evaluation or performance appraisal form completed by you and your supervisor by Sunday.	

Assignment: Logs	N/A
Submit your completed and signed year to date logs.	

PPS60100: Multicultural Children, Adolescents, and Their Families

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze ways in which ethnic, cultural, socioeconomic, and other environmental factors impact pupil learning and academic achievement.	Application	Standard 2	Standard 21	Standard 20	Week 6: Larry P. Interview
CLO2: Determine ways educational policies, program, and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.	Engagement	Standard 10	Standard 28	Standard 23	Week 6: Larry P. Interview
CLO3: Analyze ways pupil development, well-being, and learning are enhanced by the family-school collaboration.	Leadership	Standard 7	Standard 27	Standard 21	Week 3: Multicultural Interview
CLO4: Determine methods for effectively communicating information to influence change through self-awareness, sensitivity to others, and skillfulness in relating to ethnically and culturally diverse individuals and family.	Leadership	Standard 3	Standard 19	Standard 18	Week 6: Larry P. Interview
CLO5: Analyze learning attributes, the structure of language and culture, and second language acquisition of diverse learners to determine factors that impede or limit pupil development.	Application	Standard 4	Standard 29	Standard 22	Week 3: Multicultural Interview
CLO6: Analyze the effect of family structures, socio-cultural diversity and demographic shifts in California on pupil learning.	Dedication	Standard 5	Standard 23	Standard 19	Week 3: Multicultural Interview

Week 1: Operational Definitions of Culture

Learning Objectives

1.26	Determine operational definitions for race, ethnicity, cultural, and multicultural.	CLO1
1.27	Analyze your own cultural competence.	CLO4
1.28	Determine the cultural competence of others.	CLO4
1.29	Explain race and ethnic identity development.	CLO4

Activities and Resources

Readings	1.1, 1.2, 1.3, 1.4
<i>The Psychology of Multiculturalism in the Schools</i>	
Ch. 1: Toward Multiculturalism Competence: A Practical Model for Implementation in the Schools	
YouTube	
View " The Lunch Date " video [10:23].	

Assignments

Discussion: Implicit Bias	1.2
<p>Complete the following Implicit Association Tests (IAT) quizzes about biases from Project Implicit: https://implicit.harvard.edu/implicit/takeatest.html.</p> <ul style="list-style-type: none"> • Race IAT • Sexuality IAT • Skin Tone IAT <p>Respond to the following prompts in the Implicit Bias discussion forum by Wednesday:</p>	

- Where you surprised about some of the implicit bias revealed from taking the quizzes? Why or why not?
- How might you overcome implicit bias when interacting with colleagues, students, and parents?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Reflection #1

1.1, 1.3, 1.4

Write an analysis and personal reflection of *The Lunch Date* video.

Consider the following questions:

- What is your first impression of the woman as she walks through the train station?
- How do you think the woman would describe the other people at the train station?
- How would you describe the woman’s interaction with the African-American man who bumps into her and causes her pursue to fall to the ground? What is her reaction?

Note. A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.

Submit your analysis as a Word document by Sunday.

[Week 2: Multicultural Guidelines](#)

[Learning Objectives](#)

2.26 Identify APA, NASP, and ACA multicultural guidelines.

CLO2, CLO3

2.27 Explain practical guidelines in a multicultural interview.

CLO2, CLO3

2.28 Analyze practical guidelines in acculturation factors.

CLO2, CLO3

Activities and Resources

Readings	2.1, 2.2, 2.3
<p><i>The Psychology of Multiculturalism in the Schools</i></p> <p>Ch. 5: Pathways on a Journey of Getting It: Multicultural Competence Training and Continuing Professional Development</p>	
<p><i>Assessing Culturally and Linguistically Diverse Students</i></p> <ul style="list-style-type: none"> • Ch. 7: The Interview Process: Practical Guidelines • Ch. 8: Acculturational Factors in Psychoeducational Assessment 	
<p><i>National Association of School Psychologists</i></p> <p>Vision, Mission, Core Values, & Priorities of NASP</p>	
<p><i>American Counseling Association</i></p> <p>2014 ACA Code of Ethics as approved by the ACA Governing Council</p>	
<p><i>American Psychological Association</i></p> <p>American Psychological Association, (2008). Report of the Task Force on the Implementation of the Multicultural Guidelines. Washington, DC: Author. Retrieved from http://www.apa.org/pi/</p>	
<p><i>Diversity Training Films</i></p> <p>Rent “The Color of Fear (Part One)” [90:00]. This is a 24-hour streaming rental. Once you make the purchase a link will be emailed to you.</p> <p>Note. The film is about the pain and anguish that racism has caused in the lives of eight North American men of Asian, European, Latino, and African descent. Out of their confrontations and struggles to understand and trust each other emerges an emotional and insightful portrayal into the type of dialogue most of us fear, but hope will happen sometime in our lifetime.</p>	
Preparation: Multicultural Interview	N/A

Identify someone to interview before Week 3 who is culturally different from yourself. Attempt to find someone who is different from you on multiple dimensions of diversity such as race, gender, sexual orientation, nationality, disability, age group, social class, religion, and primary language.

Refer to Week 3 for complete instructions on the Multicultural Interview assignment.

Assignments

Discussion: Experiencing Racism

2.1, 2.2, 2.3

Respond to the following prompts in the Experiencing Racism discussion forum by Wednesday:

- From your perspective, what is the most commonly held misconception about people of your culture?
- Have you ever experienced racism? In what form?
- Have you ever felt excluded based on your gender or culture? If so, describe the situation. If not, why do you think you haven't experienced this?
- Do you remember excluding others based on culture or gender?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Reflection #2

2.1, 2.2, 2.3

Write an analysis and personal reflection of *The Color of Fear* film.

Consider the following questions:

- What is the significance of the copyright date? Why would you be required to watch such an 'old' film? How relevant can it be?
- Where do you think we are at as a nation now? Consider the current political administration in your response.
- Is racism declining? Over? A dead issue? Worse now than it ever was? Provide rationale for your opinion.

Consider this from the variety of different ethnicities from the discussion forum this week to get a well-rounded perspective.

Note. A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.

Submit your analysis as a Word document by Sunday.

Week 3: Linguistically Diverse Students

Learning Objectives

3.26 Analyze methods to effectively work with linguistically diverse students.	CLO5, CLO3
3.27 Determine the importance of having a theoretical background in language acquisition.	CLO5, CLO3
3.28 Interpret the disproportionality in special education and school psychology.	CLO6, CLO2

Activities and Resources

Readings	3.1, 3.2, 3.3
<i>The Psychology of Multiculturalism in the Schools</i>	
Ch. 7: A Comprehensive, Multidimensional Approach to Assessment of Culturally and Linguistically Diverse Students	
<i>Assessing Culturally and Linguistically Diverse Students</i>	
<ul style="list-style-type: none"> • Ch. 1: English-Language Learners in U.S. Public Schools: A Heterogeneous Population • Ch. 2: Disproportionate Representation of Diverse Students in Special Education: Understanding the Complex Puzzle • Ch. 3: Legal and Ethical Requirements for the Assessment of Culturally and Linguistically Diverse Students • Ch. 4: Bilingual Education and Second-Language Acquisition: Implications for Assessment and School-Based Practice • Ch. 5: Prereferral Considerations for Culturally and Linguistically Diverse Students 	

Assignments

Discussion: Diverse Students	3.1, 3.2, 3.3
<p>Respond to the following prompts in the Diverse Students discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What is the socioeconomic, racial, and home-language demographics of the school you are currently completing your practicum hours?• How are students grouped at school – gifted programs, language tracks, special education, etc?• What are the socioeconomic and racial demographics of these programs? What about the staff?• Is it possible to find public schools that are both socioeconomically diverse and educationally progressive?• Can diverse schools effectively serve children of different socioeconomic backgrounds and educational needs simultaneously? What are the challenges? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: Multicultural Interview	2.1, 2.2, 2.3
<p>Interview someone who is culturally different from yourself. Attempt to find someone who is different from you on multiple dimensions of diversity such as race, gender, sexual orientation, nationality, disability, age group, social class, religion, and primary language.</p> <p>Consider the following questions for your interview:</p> <ul style="list-style-type: none">• What are your thoughts or feelings about ‘multiculturalism’ or ethnic diversity?• Do you remember an experience, perhaps as a child, when you experienced feeling ‘different’?• What, for you, are some of the most important dimensions of diversity? What defines you better, culture, gender, age, disability, etc.?• What is your cultural and ethnic identity? Has this changed over time?• What are some memorable experiences from places you have lived?• Do you remember experiencing intergenerational conflict in your family?• Did you experience learning a second language? If so, how was it for you? How do you imagine it is for others today?• Do you recall experiencing bias or prejudice?	

Conduct research about the ethnic or cultural group represented by your interviewee, focusing at the local, regional or national level.

Write a four-to six-page paper that includes the following:

- Introduction of the interviewee
- Summary of the interview that outlines structure and content
- Personal reflection where you are looking at your interviewees experience through your own experience:
 - Thoughts
 - Feelings
 - Identification
 - Recollections
 - Reconstruction of reality

Note. An example of how you might phrase your reflection is, “As I was listening to Ms. X, I felt frustration and resentment because...,” or “As I listened to Mr. Y I instantly remembered my own experiences when...”

Include an APA formatted reference page of your sources.

Submit your paper as a Word document by Sunday.

Week 4: Social Justice & Privilege

Learning Objectives

4.27	Analyze the history and current state of systematic oppression.	CLO1, CLO2, CLO3
4.28	Interpret the effect of social justice and privilege.	CLO3
4.29	Determine the effect of racism, discrimination, and expectations of student achievements.	CLO4, CLO1, CLO6, CLO3

Activities and Resources

Readings	4.1, 4.2, 4.3
<p><i>Counseling the Culturally Diverse</i></p> <ul style="list-style-type: none">• Ch. 4: The Political and Social Justice Implications of Counseling and Psychotherapy• Ch. 5: The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews• Ch. 6: Microaggressions in Counseling and Psychotherapy	
<p><i>The Psychology of Multiculturalism in the Schools</i></p> <ul style="list-style-type: none">• Ch. 3: Social Justice and School Mental Health: Evolution and Implications for Practice• Ch. 4: Understanding Privilege in America• Ch. 6: Multicultural Practices and Response to Intervention	
<p><i>Films</i></p> <p>View the following films:</p> <ul style="list-style-type: none">• Crash, directed by Paul Haggis in 2004• White People, 2015 MTV documentary <p>Note. Crash is available in DVD format through Netflix or on Showtime through Amazon.</p>	

Assignments

Discussion: Racial Differences	4.1, 4.2, 4.3
<p>MTV's 'White People' is a groundbreaking documentary on race that aims to answer that question from the viewpoint of young white people living in America today.</p> <p>Respond to the following prompts in the Racial Differences discussion forum by Wednesday:</p>	

- What does it mean to be white?
- What was your first reaction when you saw the film?
- What does being 'colorblind' mean to you? Do you think being 'colorblind', or not 'noticing' or acknowledging racial differences, is a goal we should strive for, or is it 'running away from racial issues' as mentioned in the film? Provide rationale for your opinion.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Reflection #3

4.1, 4.2, 4.3

The film *Crash* differs from many other films about racism in its rather impartial approach to the issue. Rather than separating the characters into victims and offenders, victims of racism are often shown to be racist themselves in different contexts and situations. Also, racist remarks and actions are often shown to stem from ignorance and misconception rather than a malicious personality.

Write an analysis and personal reflection of *Crash*.

Consider the following questions:

- When Officer Ryan (Matt Dillon) said, "You think you know who you are? You have no idea," how does that relate to your life regarding your interaction as a school psychologist with people from other ethnicities, cultures, or religions?
- With which character do you most relate to? How is she or he like you?
- What is the one small contribution you can make as a school psychologist to not perpetuate stereotypes about your own ethnicity?

Note. A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.

Submit your analysis as a Word document by Sunday.

[Week 5: Historical Perspective of Minority Groups](#)

[Learning Objectives](#)

[PPS School Psychology Program Standards and Performance Expectations](#)

January 2022

5.23 Determine methods you can increase your cultural literacy of African Americans and individuals of multiracial descent.	CLO1, CLO2, CLO6
5.24 Interpret multicultural issues in research and practical implications of these issues for school psychologists.	CLO1, CLO2, CLO6

Activities and Resources

Readings	5.1, 5.2
<p><i>The Psychology of Multiculturalism in the Schools</i></p> <ul style="list-style-type: none"> Ch. 2: Increasing Cultural Literacy: Historical Perspectives and Cultural Characteristics of Minority Groups Ch. 8: Multicultural Considerations in School Consultation Ch. 10: Multicultural Issues in Research: Practical Implications for School Psychologists 	
<p><i>Counseling the Culturally Diverse</i></p> <ul style="list-style-type: none"> Ch. 11: Racial/Cultural Identity Development in People of Color Ch. 14: Counseling African Americans 	
<p><i>Alliant Library</i></p> <p>Powers, K. M., Hagans-Murillo, K. S., & Restori, A. F. (2004). Twenty-five Years after Larry P.: The California Response to Overrepresentation of African Americans in Special Education. <i>California School Psychologist</i>, 9, 145-158.</p>	

Preparation: Larry P. Interview	N/A
<p>Schedule a time to interview a school psychologist, preferably your practicum supervisor, before Week 6.</p> <p>Refer to Week 6 for complete instructions on the Larry P. Interview assignment.</p>	

Assignments

Discussion: Intelligence Tests	5.1, 5.2
<p>Respond to the following prompt, about the <i>Twenty-five Years after Larry P.</i> article, in the Intelligence Tests discussion forum by Wednesday: The plaintiffs charged that the use of intelligence tests to place black children in such classes violated Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Education for All Handicapped Children Act of 1975 (P.L. 94-142), and the equal-protection clauses of both the state and federal constitutions. Do you agree or disagree with this charge? Provide rationale for your response.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

[Week 6: Students with Disabilities](#)

[Learning Objectives](#)

6.26 Analyze case history and ethical issues regarding students with disabilities.	CLO6
6.27 Analyze special education legal and ethical issues regarding students with disabilities.	CLO5, CLO6, CLO1
6.28 Explain historical perspectives and cultural characteristics of minority groups and diverse populations with disabilities.	CLO4, CLO1

[Activities and Resources](#)

Readings	6.1, 6.2, 6.3
<p><i>Counseling the Culturally Diverse</i></p> <p>Ch. 26: Counseling Women</p>	
<p><i>Assessing Culturally and Linguistically Diverse Students</i></p>	

Review the following:

- Ch. 2: Disproportionate Representation of Diverse Students in Special Education: Understanding the Complex Puzzle
- Ch. 3: Legal and Ethical Requirements for the Assessment of Culturally and Linguistically Diverse Students

Online Resource

[When the Chips are Down](#) viewers' guide by Richard D. Lavoie

This viewers' guide is divided into three distinct—but inter-related—chapters:

- The Knowledge chapter will acquaint the reader with the specific aspects of the learning disabilities profile that can cause misbehavior.
- The Philosophy chapter will outline some basic concepts which—when fully understood and effectively utilized—can be valuable as you develop your own behavior management plans.
- The Techniques chapter will present dozens of field-tested strategies that can be used to monitor, evaluate, and manage children's behavior.

Note. The video for the viewers' guide is available at the Alliant Library with limited copies. Consider checking out the video to view or organizing a local study group to view the video.

Assignments

Discussion: Poker Chips

6.1, 6.2, 6.3

Respond to the following prompt in the Poker Chips discussion forum by Wednesday: As a school psychologist or counselor, how will you give poker chips to your students when you are working with them?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Larry P. Interview

6.1, 6.2, 6.3

Interview a school psychologist, preferably your practicum supervisor, in regards to compliance with Larry P. and the assessment of African American children in California for Special Education purposes.

Write a two-page report of your interview that includes the following information:

- Challenges associated with Larry P. compliance.
- District policy regarding the implementation of Larry P.
- Criterion of eligibility for Special Education services.
- Your interviewee’s thoughts about Larry P. and its feasibility in public schools.
- If the implementation of Larry P. accomplished its purpose.
- Your own impressions and reflection of Larry P.

Submit your report as a Word document by Sunday.

Week 7: Increasing Cultural Diversity

Learning Objectives

7.21 Appraise your cultural literacy of sexual minorities such as gay, lesbian, bisexual, transgender, and queer (GLBTQ).	CLO4, CLO1
7.22 Determine the role of schools in supporting GLBTQ students.	CLO3, CLO2

Activities and Resources

Readings	7.1, 7.2
<p><i>Counseling the Culturally Diverse</i></p> <p>Ch. 23: Counseling LGBT Individuals</p>	
<p><i>Dignity for All</i></p>	

- Ch. 1: The Silent Minority
- Ch. 2: Bullying of LGBT Students
- Ch. 3: The Role of Schools
- Ch. 4: Curriculum Matters

Alliant Library

[Guidelines for psychological practice with lesbian, gay, and bisexual clients](#). (2012). *American Psychologist*, 67(1), 10-42.

Movie

View “The Out List” directed by Timothy Greenfield-Sanders [58:00]. This movie features a diverse cross-section of accomplished leaders from entertainment, business, sports and public service sharing intimate stories on childhood, understanding gender and sexuality, building careers while out and reflecting on the challenges still facing the LGBT community.

Note. This movie is available for streaming through Netflix if you have an account.

Assignments

Discussion: Sexual Identity

7.1, 7.2

Respond to the following prompts in the Sexual Identity discussion forum by Wednesday:

- When was the first time, or a significant time, when you became aware that some people had a different sexual identity than you.
- When was the first, or a significant time, when you became aware that people were treated differently because they had different sexual identities?
- As a child or young adult, what did you learn about lesbians and gay men from your parents, friends, or your religious experiences?
- Have you ever been challenged about your beliefs and attitudes regarding different sexual identities?
- What role should schools play regarding awareness of different sexual identities?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Week 8: Increasing Cultural Diversity continued

Learning Objectives

8.18 Appraise your cultural literacy of American Indian, Alaska Natives, and Asian Americans.	CLO4, CLO1
8.19 Appraise your cultural literacy of Latino Americans.	CLO4, CLO1

Activities and Resources

Readings	8.1, 8.2
Counseling the Culturally Diverse <ul style="list-style-type: none">Ch. 16: Counseling Asian Americans and Pacific IslandersCh. 17: Counseling Latinas/os	
PBS View Episode 6: Pass or Fail in Cambodia Town [26:46] from America by the Numbers with Maria Hinojosa.	
Amazon Video View “A Better Life” directed by Chris Weitz. This movie shows the modern-day struggles of illegal Hispanic immigrants, for whom ordinary problems can easily turn into personal catastrophes, and who cannot go to the police or the courts for protection. Note. This movie is available for purchase or rental from Amazon.	

Assignments

Discussion: Asian Americans	8.1
Respond to the following prompts in the Asian Americans discussion forum by Wednesday:	

- What assumptions have you made about Asian Americans?
- Did it surprise you to know that Southeast Asian Americans have some of the lowest high school completion rates and are involved in gang violence? Why or why not?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Reflection #4

8.2

Write an analysis and personal reflection of *A Better Life*.

Consider the following questions:

- In our current culture with Trump as our president, how do you feel about immigrants in our country? Make an argument for your position.
- Did the film change your position? If so how? If not why?
- In the film Carlos (the father) lost his truck, lost the money, and was deported. However, in the process of looking for the thief with his son, he gained something that was very important. What was it?
- Were you able to put yourself in the fathers’ shoes and see the perspective of an undocumented immigrant that is looking for the American dream? Elaborate your response.

Note. A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.

Submit your analysis as a Word document by Sunday.

Assignment: Vignettes

CLO1, CLO2, CLO3, CLO4

Read the Week 8 Vignette’s document where culture has an impact upon communication with school staff and families of children with learning difficulties.

Write a two- to three-page analysis of each vignette that includes the following:

- Identification of all the challenges presented

- Methods and resources you recommend in order to support the best educational outcome for the child or children
- Consideration of legal obligations and general constraints
- Analysis of what you learned from evaluating the vignettes
- Description of how it will help you as a school psychologist or school counselor

Format your analysis consistent with APA style guidelines with a cover sheet.

Include five references from any of the materials provided in the course.

Bibliography

- American Psychological Association, (2008). Report of the Task Force on the Implementation of the Multicultural Guidelines. Washington, DC: Author. Retrieved from <http://www.apa.org/pi/>.
- Powers, K. M., Hagans-Murillo, K. S., & Restori, A. F. (2004). Twenty-five Years after Larry P.: The California Response to Overrepresentation of African Americans in Special Education. *California School Psychologist*, 9, 145-158. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=15248197&site=ehost-live&scope=site>.

Rubrics

Discussion Rubric (Weeks 1–4 & 6–8)

	Exemplary 100%	Good 67%	Needs Improvement 33%
Initial Response to the Forum Topic (1 point)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to First Peer’s Response to the Forum Topic (.5 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
Feedback to Second Peer’s Response to the Forum Topic (.5 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Discussion Rubric (Week 5)

	Exemplary 100%	Good 67%	Needs Improvement 33%
Initial Response to the Forum Topic (.5 point)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to First Peer's Response to the Forum Topic (.25 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
Feedback to Second Peer's Response to the Forum Topic (.25 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Reflection Rubric (Weeks 1, 2, 4, & 8)

Criteria	Exemplary (100%)	Good (66%)	Needs Improvement (33%)
Understanding Content (2 points)	Analysis shows a robust understanding of the films content	Analysis shows a sufficient understanding of the films content	Analysis lacks understanding of the films content
Integration of Concepts (1 point)	Analysis thoughtfully integrates concepts from the readings	Analysis adequately integrates concepts from the readings	Analysis does not or poorly integrates concepts from the readings
Perspective (1 point)	Analysis includes appropriate personal reflections and perspectives	Analysis includes adequate personal reflections and perspectives	Analysis does not include personal reflections and perspectives or they are inappropriate
Critical Thinking (1 point)	Context and assumptions were thoughtfully considered; analysis included supporting data and evidence; conclusions, implications, and consequences were effectively assessed	Context and assumptions were adequately considered; analysis included supporting data and evidence; conclusions, implications, and consequences were assessed	Context and assumptions were not considered; analysis did not provide supporting data and evidence; conclusions, implications, and consequences were not assessed

PPS60240: Family, School, and Community Collaboration

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze various school programs, community supports, state and federal initiatives that provide services and supports to general and special education students, their parent’s and families.	Application	Standard 13	Standard 23, 27	Standard 23	Weeks 3,5,7,8 Investigative Papers
CLO2: Analyze current trends on the conditions of children locally, nationally and globally, the implications for student learning.	Leadership	Standard 7,15	Standard 30	Standard 23	Week 1– Discussion: Conditions of Children
CLO3: Determine culturally and ethnically sensitive ways to incorporate services and programs into school wide comprehensive support systems for students and families.	Engagement	Standard 3,7,13	Standard 23,27	Standard 20	Week 8– Parenting Class Presentation

Week 1: Foundations of Individual, Family, Community & Agency Supports–Risk & Protective Factors

Learning Objectives

1.30 Identify the numerous early risk and protective factors that can influence and impact a child’s growth and development.	CLO2
1.31 Explain how the educational system and various agencies and support services interact and collaborate to support children and their families.	CLO1, CLO3
1.32 Analyze local, national, and global statistics regarding the current conditions of children in areas that have significant impact on their future outcomes.	CLO2
1.33 Determine the role of the school psychologist in evaluating the level of supports available to children and families ranging from least intrusive to most intrusive.	CLO1
1.34 Interpret important factors in your life that has shaped or influenced your development professionally and personally.	CLO2

Activities and Resources

Readings	1.1, 1.2, 1.3, 1.4, 1.5
<p><i>Search Institute</i></p> <ul style="list-style-type: none">• “Don’t Forget the Families” from Search Institute’s Newest Study of Developmental Relationships• “40 Developmental Assets for Adolescents”	
<p><i>Online Resources</i></p> <ul style="list-style-type: none">• Early Development and School Readiness from the Perspective of Addressing Barriers to Learning from the Center for Mental Health in Schools at UCLA.• Risk & Protective Factors from Youth.gov• Maslow’s Hierarchy of Needs by Sean McLeod from Simple Psychology <p>Review the following helpful websites on research and data in education:</p> <ul style="list-style-type: none">• National Center for Education Statistics from the Institute of Education Sciences• The Condition of Education from the National Center for Education Statistics• Healthy Schools Campaign• U.S. Government Accountability Office• National Dropout Prevention Center/Network• Federal Interagency Forum on Child and Family Statistics• America’s Children: Key National Indicators of Well-Being, 2017 from the Federal Interagency Forum on Child and Family Statistics• Databank Indicators from Child Trends• United States Census Bureau• Indicators of School Crime and Safety from the National Center for Education Statistics• Child Welfare Information Gateway	
<p><i>Videos</i></p> <ul style="list-style-type: none">• “InBrief: What is Resilience?” [2:22] from the Center on the Developing Child at Harvard University from YouTube.• “InBrief: How Resilience is Built” [2:17] from the Center on the Developing Child at Harvard University from YouTube.	

Downloadable Resource

Developing Resiliency in Today's Students from the California Association of School Psychologists: Hot Sheet.

Assignments

Discussion: Conditions of Children

1.1, 1.2, 1.3, 1.4

Conduct an analytical review of the local, state, national and global statistics on the conditions of children.

Consider reviewing areas that are critical regarding risk factors:

- Good health indicators such as access to health care, infant mortality, teen births, obesity, behavioral health etc.
- Economic well-being indicators such as child poverty, homelessness, employment rates etc.
- Educational achievement indicators such as kindergarten readiness, high school drop-out rates, school attendance rates etc.
- Safe homes and community indicators such as child and youth deaths, substantiated child abuse, juvenile arrests, gang membership etc.

Respond to the following prompts in the Conditions of Children discussion forum by Wednesday:

- What conditions have increased or decreased? Why?
- As a school psychologist, what interventions can you employ? What areas would you prioritize?

Reply to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Reflection Paper—Childhood Experiences

1.5

Explore the [ACES Too High](#) website.

Complete the [Got Your ACE Score?](#) questionnaire to calculate your personal ACE score.

Review the “[40 Developmental Assets for Adolescents](#)” webpage in consideration with your personal ACE Score.

Write a 2-page reflection from the standpoint of when you were in your teen years:

- What supports were in place that allowed you to thrive and grow?
- What supports, when looking back, were missing that could have helped?

Submit your reflection as a Word document by Sunday.

[Week 2: Special Needs–Early Identification & Systems of Support for Children & Families](#)

Learning Objectives

2.29	Determine the importance of early intervention and identification to the academic success of children and their families.	CLO1
2.30	Explain the role of the school psychologist in the search and serve process.	CLO1
2.31	Describe supports, services and interventions that are available at the early stages of development to assist children and families in need.	CLO1
2.32	Analyze qualifying and eligible criteria for services and interventions from birth to age three to effectively refer and receive these services.	CLO1

Activities and Resources

Readings

Online Resources

Review the following websites for information on early intervention and support services. Look for brochures, FAQ’s, description of services, funding sources and eligibility requirements to obtain services:

- [Regional Center of Orange County](#)

- State of California [Department of Developmental Services](#)
- [California Children's Services](#) from the California Department of Health Care Services
- [Help Me Grow National Center](#)
- [Bridges Maternal Child Health Network](#) from the Hospital Association of Southern California
- [Healthy Start](#) from the Health Resources & Services Administration
- [National Head Start Association](#)
- [First 5 California](#) from the State of California
- [Center on the Developing Child](#) from Harvard University

Read the following article:

Center on the Developing Child at Harvard University (2010). [The Foundations of Lifelong Health Are Built in Early Childhood](http://www.developingchild.harvard.edu). <http://www.developingchild.harvard.edu>

Videos

- “[InBreif: Early Childhood Mental Health](#)” [5:06] from the Center on the Developing Child at Harvard University from YouTube.
- “[InBreif: Early Childhood Program Effectiveness](#)” [4:56] from the Center on the Developing Child at Harvard University from YouTube.
- “[What is Head Start](#)” [3:01] from YouTube.
- “[Giving traumatized kids a head start in healing](#)” [6:49] from PBS News Hour.

Assignments

Discussion: Falling through the Cracks

2.1, 2.3

Respond to the following prompts in the Falling through the Cracks discussion forum by Wednesday:

- How might early childhood trauma manifest itself in the education system?
- Why do you think many children, despite available resources, tend to ‘fall through the cracks’ early on?
- As a school psychologist, what resources and supports might be effective for childhood trauma? For catching those who might ‘fall through the cracks’?

Reply to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Child Rearing Paper	2.3
<p>Write a two-to three-page paper outlining what you would include in a workshop to new parents about child rearing.</p> <p>Identify the services and interventions you would introduce and provide rationale for your selections.</p> <p>Cite two references that support your choices.</p> <p>Submit your paper as a Word document by Sunday.</p>	

Assignment: Resource Wiki–Early Childhood Resources	2.3, 2.4
<p>Review the Resource Wiki page for this course.</p> <p>Select one of the resources listed, under the Week 2: Early Childhood Resources heading, and add one from your own research that is local to your district or county.</p> <p>Note. The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.</p> <p>Complete the following for each resource:</p> <ul style="list-style-type: none">• Describe the services provided in two-to three-sentences• Identify the population served• Provide links to the following:<ul style="list-style-type: none">○ Online brochure○ FAQ page• Eligibility requirements to receive services• Cost or fee for services <p>Add the information to the Resource wiki page by Sunday of this week.</p>	

Week 3: Children & the Legal System–Social Services, Foster Care & Out of Home Placements

Learning Objectives

3.29	Explain the role of the school psychologist in mandated reporting status of various types of child abuse.	CLO3
3.30	Determine what interventions and supports are available to children and families when a Child Abuse Report and subsequent investigation is made.	CLO2, CLO3
3.31	Analyze the collaborative role a school psychologist must play in connecting families to legal resources when a child is placed in out of home care.	CLO2, CLO3

Activities and Resources

Readings	
<p>Online Resources</p> <ul style="list-style-type: none"> An NEA Policy Brief: Wraparound Services from the National Education Association. Lahey, J. (2016). The Failing First Line of Defense. The Atlantic Monthly Group: The Atlantic. <p>Review the following websites for information on supports and services for children in the social service and foster care system. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:</p> <ul style="list-style-type: none"> Safe Families for Children Court Appointed Special Advocates for Children Preservation Reunification Networking Boys Town Aspen Education Group Crittenton Centers Community Service Programs Inc. Olive Crest Child Abuse Education & Prevention Resources from Childhelp Child Welfare Information Gateway from the Children's Bureau Online Schools Massachusetts Advocates for Children 	

- [Compassionate Schools: The Heart of Learning and Teaching](#) from the Office of Superintendent of Public Instruction State of Washington
- [Trauma Smart](#) by the Crittenton Children’s Center from Saint Luke’s

Videos

- “[InBrief: The Science of Neglect](#)” [5:57] from the Center on the Developing Child at Harvard University from YouTube.
- “[Improving Health Outcomes Through Violence Prevention: Model Partnerships between Community Health Centers and Domestic and Sexual Violence Programs](#)” recorded webinar [1:27:14] from Futures Without Violence.

Note. You may need to download and install an Adobe Connect Add-in to view the recorded webinar. If you would like a copy of the slides from the Futures Without Violence webinar you may access them using this link: <https://www.futureswithoutviolence.org/wp-content/uploads/May-24th-2017-IPV-health-partners-webinar-1.pdf>

Assignments

Discussion: Child Abuse Report

3.1, 3.2, 3.3

Respond to the following prompts in the Child Abuse Report discussion forum by Tuesday:

- What is the impact and implications for separating the family unit when a child abuse report and subsequent investigation is initiated?
- How may a child’s involvement in the foster care and social service system impact them from an educational standpoint?
- What resources and supports are available to the child and family unit that a school psychologist should be aware of when abuse is involved?

Reply to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Investigative Paper #1

CLO2, CLO3

Write a 2-page investigative paper on a resource related to the Social Service/Foster Care System or a resource from last week on Early Intervention.

Conduct an interview with a staff or agency member from the resource you selected. The interview can be conducted over the phone, but an in-person interview is strongly preferred.

Inform the individual that you are gathering information for a school project on resources for school psychologists and the education field and no other purpose. If needed provide your instructors email and phone contact information found at the beginning of the course syllabus.

Include the following information from your interview in the paper:

- What is the staff or agency member's title or position? What are their duties and responsibilities?
- What education, experiences, schooling and special training is required for the position?
- What is a 'typical' day? What populations are typically served?
- What do they see as strengths of the program and services they offer? Is there any research data or client testimonial to support this claim?
- What do they see as the primary issues facing children and families? Why?
- What do they feel needs to be put in place to create better opportunities for children and their families?
- What are weaknesses, challenges or barriers they encounter? What changes or improvements could be made to the services they offer?

Provide the following analysis of the resource:

- What were your initial impressions from observing the agency's offices and meeting the staff or agency member?
- How would you feel working with this agency or program as a school psychologist?
- What did you learn from the experience? How could you incorporate this experience into your work as a school psychologist?
- What skills and experiences do you need to further your understanding in this area?

Submit your paper as a Word document by Sunday.

Assignment: Resource Wiki–Social Service/Foster Care

3.3

Review the Resource Wiki page for this course.

Select one of the resources listed, under the Week 3: Social Services/Foster Care Resources heading, and add one from your own research that is local to your district or county.

Note. The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

Complete the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served
- Provide links to the following:
 - Online brochure
 - FAQ page
- Eligibility requirements to receive services
- Cost or fee for services

Add the information to the Resource wiki page by Sunday of this week.

Week 4: Juvenile Delinquency & Probation

Learning Objectives

4.30	Explain the educational impact, legal process and path children go through when they enter the juvenile court system.	CLO2
4.31	Describe the supports and resources available to children and families involved with the Juvenile Justice System.	CLO1
4.32	Analyze the interventions, resources, and supports available for children who commit crimes and turn violent.	CLO2
4.33	Determine the role of the school psychologist in working with the juvenile court system when a child from your school is detained.	CLO3

Activities and Resources

Readings	4.1, 4.2, 4.3, 4.4
<i>See Jane Hit</i>	

Read the entire book.

Online Resources

- Tsui, A. (2017). [How Brain Science is Changing How Long Teens Spend in Prison](#). PBS Frontline: Columbia Journalism School Fellowships.
- [Educational Pathways for Youth Transitioning from Juvenile Justice Facilities](#) from the U.S. Department of Education.
- [AB-2306 Juvenile course school pupils](#) from the California Legislative Information.

Review the following websites for information on supports and services for children involved in the juvenile delinquency system and ward ship of the court under probation. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:

- [National Center for Mental Health and Juvenile Justice](#)
- [Office of Juvenile Justice and Delinquency Prevention](#) from the U.S. Department of Justice Office of Justice Programs
- [California Youth Services](#)
- [Youth Justice](#) from the Vera Institute of Justice

Videos

- ["Second Chance Kids"](#) [54:45] from PBS Frontline.
- ["When Kids Get Life"](#) [1:24:53] from PBS Frontline.

Assignments

Discussion: Juvenile Incarceration

4.1, 4.3, 4.4

Respond to the following prompts in the Juvenile Incarceration discussion forum by Wednesday:

- Why do you think children turn violent?
- Do we need juvenile prisons? Why or why not? What alternative are there?
- Where do you stand on AB-2306 that allows children involved in foster care or probation to graduate with significantly reduced credit requirements than the typical student? Provide rational for your opinion.

Reply to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I

agree!

Assignment: Processing in the Juvenile Justice System Paper

4.1, 4.3

Judges, Probation Officers, and District Attorneys are tasked with evaluating cases of suspected juvenile offending and determining which youth to channel into the justice system and which to divert from formal processing.

Review the [Crossroads](#) website.

View the following videos from YouTube:

- [“Arrested Development: Adolescent Development & Juvenile Justice | Elizabeth Cauffman | TEDxUCIrvine”](#) [12:01].
- [“Elizabeth Cauffman on Juvenile Justice - UC Irvine”](#) [3:40].

Write a one-two-page paper that addresses the following:

- How is the decision made to channel juvenile offenders into the justice system and which to divert from formal processing?
- How *should* they make this decision?

Submit your paper as a Word document by Sunday.

Assignment: Resource Wiki– Juvenile Delinquency

4.2

Review the Resource Wiki page for this course.

Select one of the resources listed, under the Week 4: Juvenile Delinquency Resources heading, and add one from your own research that is local to your district or county.

Note. The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

Complete the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served
- Provide links to the following:
 - Online brochure
 - FAQ page
- Eligibility requirements to receive services
- Cost or fee for services

Add the information to the Resource wiki page by Sunday of this week.

Week 5: Children and the Healthcare System

Learning Objectives

<p>5.25 Explain the various medical and mental health supports available to children and families locally, state and nationally.</p>	<p>CLO1</p>
<p>5.26 Determine effective methods to refer and assist families in obtaining health care, mental health support and the eligibility requirements of various government sponsored initiatives.</p>	<p>CLO1, CLO2</p>
<p>5.27 Analyze the impact of a child’s physical and mental health needs on their ability to progress in the learning environment and the family.</p>	<p>CLO3</p>
<p>5.28 Analyze the role of the school psychologist, educational system and health care system in supporting a child suffering multiple medically based disabilities.</p>	<p>CLO3</p>

Activities and Resources

Readings

Review the following websites for information on supports and services for children involved in the healthcare system. Look for brochures, FAQ’s, description of services, funding sources and eligibility requirements to obtain services:

- [Substance Abuse and Mental Health Services Administration](#)
- [Phoenix House](#)
- [Didi Hirsch Mental Health Services](#)
- [Susan Samueli Center for Integrative Medicine](#) at the University of California, Irvine.
- [Twin Town Treatment Centers](#)
- [National Institute of Child Health and Human Development](#)
- [National Suicide Prevention Lifeline](#)
- [My3](#)
- [Planned Parenthood](#)
- [Crisis Text Line](#)
- [National Alliance on Mental Illness](#)
- [Touchstone Recovery Center](#)
- [Center for Discovery](#)
- [Alcoholics Anonymous](#)
- [Pacific Hills Treatment Centers](#)
- [Anxiety and Depression Association of America](#)
- [The Child Anxiety Network](#)
- [International OCD Foundation](#)
- [Sidran Institute](#)
- [American Society for Deaf Children](#)
- [American Speech-Language-Hearing Association](#)
- [National Organization on Fetal Alcohol Syndrome](#)
- [National Organization for Rare Disorders](#)
- [FRAXA Research Foundation](#)
- [Down Syndrome: Health Issues](#)
- [Suicide Awareness Voices of Education](#)
- [Tourette Syndrome Plus](#)
- [Brian Injury Association of America](#)
- [The Dana Foundation](#)
- [WebMD](#)

YouTube Videos

“[InBrief: Early Childhood Mental Health](#)” [5:06] from the Center on the Developing Child at Harvard University.
“[Welcome to Holland read by Renay Jones](#)” by Emily Pearl Kingsley [3:45].

Online Resource

Kingsley, E. P. (1987). [Welcome to Holland](#). Emily Perl Kingsley.

Assignments

Discussion: Multiple Disabilities

5.1, 5.3, 5.4

Respond to the following prompts in the Multiple Disabilities discussion forum by Wednesday:

- What challenges do families with an individual with multiple disabilities encounter when obtaining and receiving services from various agencies?
- What might be the educational, psychological and social impact of a child suffering a chronic illness such as HIV, Crohn's, diabetes, etc.?
- What resources and supports can the school psychologist provide?

Reply to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Investigative Paper #2

5.1

Write a 2-page investigative paper on a resource related to the Healthcare System.

Conduct an interview with a staff or agency member from the resource you selected. The interview can be conducted over the phone, but an in-person interview is strongly preferred.

Inform the individual that you are gathering information for a school project on resources for school psychologists and the education field and no other purpose. If needed provide your instructors email and phone contact information found at the beginning of the course syllabus.

Include the following information from your interview in the paper:

- What is the staff or agency member's title or position? What are their duties and responsibilities?
- What education, experiences, schooling and special training is required for the position?
- What is a 'typical' day? What populations are typically served?
- What do they see as strengths of the program and services they offer? Is there any research data or client testimonial to support this claim?
- What do they see as the primary issues facing children and families? Why?
- What do they feel needs to be put in place to create better opportunities for children and their families?
- What are weaknesses, challenges or barriers they encounter? What changes or improvements could be made to the services they offer?

Provide the following analysis of the resource:

- What were your initial impressions from observing the agency's offices and meeting the staff or agency member?
- How would you feel working with this agency or program as a school psychologist?
- What did you learn from the experience? How could you incorporate this experience into your work as a school psychologist?
- What skills and experiences do you need to further your understanding in this area?

Submit your paper as a Word document by Sunday.

Assignment: Resource Wiki–Healthcare

5.1

Review the Resource Wiki page for this course.

Select one of the resources listed, under the Week 5: Healthcare Resources heading, and add one from your own research that is local to your district or county.

Note. The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

Complete the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served
- Provide links to the following:
 - Online brochure

- FAQ page
 - Eligibility requirements to receive services
 - Cost or fee for services
- Add** the information to the Resource wiki page by Sunday of this week.

Week 6: School and Educational Supports & Services

Learning Objectives

6.29	Explain the various continuum of School and Educational Supports and Services available to children and families.	CLO1
6.30	Analyze the role of the school psychologist in making decisions regarding school supports and placements for students requiring more restrictive educational settings.	CLO3
6.31	Determine the role of the school psychologist to support the families in the home as part of the educational process.	CLO3
6.32	Determine residential treatment center placement requirements and the variety of options available.	CLO1

Activities and Resources

Readings	
<p>Review the following websites for information on supports and services for children that may need educational supports and services beyond the traditional setting. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:</p> <ul style="list-style-type: none"> • Peer Assistance & Leadership • Help for Brain Injured Children (HBIC) • Friday Night Live • Sunburst Youth Academy • D.A.R.E. • Aspen Education Group 	

- [Red Rock Canyon School](#)
- [Monarch Center for Autism](#)
- [Vista Del Mar](#)
- [Oak Grove Center](#)
- [Copper Hills Youth Center](#)
- [New Haven Youth and Family Services](#)
- [Cinnamon Hills Youth Crisis Center](#)
- [Logan River Academy](#)
- [Hoagies' Gifted Education Page](#)
- [U.S. Department of Education](#)

Assignments

Discussion: Treatment Center	6.1, 6.2, 6.3, 6.4
<p>Respond to the following prompts in the Treatment Center discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Is there a line drawn between the educational system and the family system? Provide rationale for your position.• How would you feel as a school psychologist in making the decision to help place a student in a residential treatment center that is out of state or the county the student resides? What factors would you need to consider? <p>Reply to a classmate's post, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

Assignment: Investigative Paper #3	5.1
<p>Write a 2-page investigative paper on a resource related to the School and Education System.</p> <p>Conduct an interview with a staff or agency member from the resource you selected. The interview can be conducted over the phone, but an in-person interview is strongly preferred.</p>	

Inform the individual that you are gathering information for a school project on resources for school psychologists and the education field and no other purpose. If needed provide your instructors email and phone contact information found at the beginning of the course syllabus.

Include the following information from your interview in the paper:

- What is the staff or agency member's title or position? What are their duties and responsibilities?
- What education, experiences, schooling or special training is required for the position?
- What is a 'typical' day? What populations are typically served?
- What do they see as strengths of the program and services they offer?
- What challenges or barriers do they encounter in servicing families?
- Do they conduct any research or keep data on the program effectiveness?
- What do they see as the primary issues facing children and families? Why?
- What do they feel needs to be put in place to create better opportunities for children and their families?

Provide the following analysis of the resource:

- What were your initial impressions from observing the agency's offices and meeting the staff or agency member?
- How would you feel working with this agency or program as a school psychologist?
- What did you learn from the experience? How could you incorporate this experience into your work as a school psychologist?
- What skills and experiences do you need to further your understanding in this area?

Submit your paper as a Word document by Sunday.

Assignment: Resource Wiki– School and Education

5.1

Review the Resource Wiki page for this course.

Select one of the resources listed, under the Week 6: School and Education Resources heading, and add one from your own research that is local to your district or county.

Note. The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

Complete the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served
- Provide links to the following:
 - Online brochure
 - FAQ page
- Eligibility requirements to receive services
- Cost or fee for services

Add the information to the Resource wiki page by Sunday of this week.

Week 7: Transitional Services & Supports

Learning Objectives

7.23	Determine the variety of transitional services available to students entering adulthood and students from the delinquency or social services system.	CLO1
7.24	Determine the role of the school psychologist in assisting both general and special education students transitioning to adulthood.	CLO3
7.25	Interpret graduation requirements and legal statutes that protect high risk students.	CLO3

Activities and Resources

Readings

Review the following websites that provide transitional services and support to students entering adulthood. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:

- [California Department of Rehabilitation](#)
- [Job Corps](#)
- [Coastline Regional Occupational Program](#)
- [Guardian Scholars](#)
- [California Conservation Corps](#)
- [Peace Corps](#)
- [U.S. Army](#)
- [U.S. Marine Corp](#)
- [United States Army National Guard](#)
- [U.S. Air Force](#)
- [Navy Recruiting Command](#)
- [Monster Worldwide](#)
- [Quick Find On-line Clearinghouse](#)
- [College Internship Program](#)

Assignments

Discussion: Important Skills	7.2, 7.3
<p>Respond to the following prompt in the Important Skills discussion forum by Friday: What do you feel are the most important skills a student with disabilities should be prepared with, when graduating high school?</p> <p>Reply to a classmate’s post, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: Investigative Paper #4	CLO2, CLO3
<p>Write a 2-page investigative paper on a resource related to Adult Transitional Services.</p>	

Conduct an interview with a staff or agency member from the resource you selected. The interview can be conducted over the phone, but an in-person interview is strongly preferred.

Inform the individual that you are gathering information for a school project on resources for school psychologists and the education field and no other purpose. If needed provide your instructors email and phone contact information found at the beginning of the course syllabus.

Include the following information from your interview in the paper:

- What is the staff or agency member's title or position? What are their duties and responsibilities?
- What education, experiences, schooling and special training is required for the position?
- What is a 'typical' day? What populations are typically served?
- What do they see as strengths of the program and services they offer? Is there any research data or client testimonial to support this claim?
- What do they see as the primary issues facing children and families? Why?
- What do they feel needs to be put in place to create better opportunities for children and their families?
- What are weaknesses, challenges or barriers they encounter? What changes or improvements could be made to the services they offer?

Provide the following analysis of the resource:

- What were your initial impressions from observing the agency's offices and meeting the staff or agency member?
- How would you feel working with this agency or program as a school psychologist?
- What did you learn from the experience? How could you incorporate this experience into your work as a school psychologist?
- What skills and experiences do you need to further your understanding in this area?

Submit your paper as a Word document by Sunday.

Assignment: Resource Wiki–Transitional Services

7.1

Review the Resource Wiki page for this course.

Select one of the resources listed, under the Week 7: Transitional Services Resources heading, and add one from your own research that is local to your district or county.

Note. The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

Complete the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served
- Provide links to the following:
 - Online brochure
 - FAQ page
- Eligibility requirements to receive services
- Cost or fee for services

Add the information to the Resource wiki page by Sunday of this week.

[Week 8: Family & Community Resources & Supports](#)

Learning Objectives

8.20 Explain the variety of community, volunteer, nonprofit, or faith based supports that are available to families and parents.

8.21 Identify various parenting training and support programs.

Activities and Resources

Readings

Review the following websites that provide services and supports for children in a variety of areas throughout the community. Look for brochures, FAQ's, description of services, funding sources and eligibility requirements to obtain services:

- [Center for Parent Information & Resources](#)
- [Fristers](#)
- [Twin Town Treatment Centers](#)
- [Planned Parenthood](#)
- [Family Assistance Ministries](#)
- [The LGBT Center OC](#)
- [LD Online](#)
- [GLSEN](#)
- [Children and Adults with Attention-Deficit/Hyperactivity Disorder \(CHADD\)](#)
- [Talk About Curing Autism](#)
- [Autism Society](#)
- [BP Kids](#)
- [Girls Inc.](#)
- [FosterClub](#)
- [A.D.D. Warehouse](#)
- [Schwab Learning](#)
- [NLDline](#)
- [Selective Mutism Association](#)
- [National Institute on Drug Abuse](#)
- [Positive Parenting](#)
- [Welcoming Schools](#)
- [Raising My Rainbow](#)
- [Gay, Lesbian, Bisexual, and Transgender Round Table \(GLBTRT\)](#)

Assignments

Discussion: Parenting Qualities

8.1, 8.2

Respond to the following prompts in the Parenting Qualities discussion forum by Wednesday:

- What are the most important qualities a parent must possess?
- What factors or stressors that may be beyond a parents control can impact a child in the educational system?

Reply to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Parenting Class Presentation

8.1, 8.2

Develop a presentation for a parenting class in your region or district.

Include the following as part of your presentation:

- A five-to seven-slide PowerPoint presentation with a minimum of three sources.
- Brochures to resources
- Applications for services

Note. The brochures and applications can be links to that portion of an agencies website. All resources should be relevant to your region or district needs.

Submit your presentation or a link to your presentation by Sunday.

Assignment: Investigative Paper #5

8.1, 8.2

Write a 2-page investigative paper on a resource related to Family and Community Resources.

Conduct an interview with a staff or agency member from the resource you selected. The interview can be conducted over the phone, but an in-person interview is strongly preferred.

Inform the individual that you are gathering information for a school project on resources for school psychologists and the education field and no other purpose. If needed provide your instructors email and phone contact information found at the beginning of the course syllabus.

Include the following information from your interview in the paper:

- What is the staff or agency member's title or position? What are their duties and responsibilities?
- What education, experiences, schooling and special training is required for the position?

- What is a 'typical' day? What populations are typically served?
- What do they see as strengths of the program and services they offer? Is there any research data or client testimonial to support this claim?
- What do they see as the primary issues facing children and families? Why?
- What do they feel needs to be put in place to create better opportunities for children and their families?
- What are weaknesses, challenges or barriers they encounter? What changes or improvements could be made to the services they offer?

Provide the following analysis of the resource:

- What were your initial impressions from observing the agency's offices and meeting the staff or agency member?
- How would you feel working with this agency or program as a school psychologist?
- What did you learn from the experience? How could you incorporate this experience into your work as a school psychologist?
- What skills and experiences do you need to further your understanding in this area?

Submit your paper as a Word document by Sunday.

Assignment: Resource Wiki– Family and Community

8.1, 8.2

Review the Resource Wiki page for this course.

Select one of the resources listed, under the Week 8: Family and Community Resources heading, and add one from your own research that is local to your district or county.

Note. The resources listed are first come first serve, place your name to the left of the resource name early in the week to reserve it. If the resources listed have already been selected, add two from your own research.

Complete the following for each resource:

- Describe the services provided in two-to three-sentences
- Identify the population served
- Provide links to the following:
 - Online brochure
 - FAQ page

- Eligibility requirements to receive services
- Cost or fee for services

Add the information to the Resource wiki page by Sunday of this week.

Bibliography

23. Tsui, A. (2017). *How Brain Science is Changing How Long Teens Spend in Prison*. PBS Frontline: Columbia Journalism School Fellowships. Retrieved from <http://www.pbs.org/wgbh/frontline/article/how-brain-science-is-changing-how-long-teens-spend-in-prison/>.
24. Lahey, J. (2016). The Failing First Line of Defense. The Atlantic Monthly Group: The Atlantic. Retrieved from <https://www.theatlantic.com/education/archive/2016/10/the-failing-first-line-of-defense/504485/>.
25. Center on the Developing Child at Harvard University (2010). *The Foundations of Lifelong Health Are Built in Early Childhood*. <http://www.developingchild.harvard.edu>. Retrieved from <http://developingchild.harvard.edu/wp-content/uploads/2010/05/Foundations-of-Lifelong-Health.pdf>.

PPS61050: Practicum

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze various components that impact school culture.	Engagement	Standards 1 & 3	Standard 17	Standard 17	Discussions & Logs
CLO2: Analyze schools as a system through interviews, observations, and records review.	Teaching & Learning	Standard 7	Standards 27 & 28	Standard 18	Discussions & Logs
CLO3: Evaluate personal experiences that color your view of the school as a system.	Discovery	Standard 2	Standards 25 & 26	Standard 25	Discussions & Logs

Week 1: Moving toward the Internship–Practicum Goals

Learning Objectives

1.35 Explain role expectations and function of School Psychologists.	CLO1, CLO3
1.36 Apply knowledge of various NASP Domains to role expectations and function of School Psychologists.	CLO1, CLO3

Activities and Resources

Readings	1.2
<i>NASP Domains</i>	

Domain 2: Consultation and Collaboration. School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Interventions and Instructional Support to Develop Academic Skills. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Assignments

Discussion: NASP Domains 2 & 3	1.1, 1.2
<p>Choose NASP Domain 2 or 3.</p> <p>Share, briefly, what that domain means to you in the NASP Domains 2 & 3 discussion forum by Wednesday based on the following:</p> <ul style="list-style-type: none"> Experiences you might have had so far during your practicum. Experiences you feel you are still missing. How you plan to get those experiences during the upcoming weeks or months prior to your internship. <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Week 2: Counseling Activities

Learning Objectives

2.33 Identify state and federal laws that might pertain to working with individuals or groups for the purpose of academic or social and emotional counseling.	CLO1, CLO2, CLO3
2.34 Explain individual and group therapy techniques needed in assisting students who have been identified as having academic or social and emotional needs.	CLO1, CLO2, CLO3

Activities and Resources

Readings	2.1, 2.2
<i>Best Practices in School Psychology, Volume 2</i>	
Ch. 21: Best Practices in Group Counseling	

[Assignments](#)

Discussion: Group Counseling	2.1, 2.2
<p>Respond to the following prompt in the Group Counseling discussion forum by Wednesday: Share your thoughts on the reading for this week and, if possible, relate that to a counseling opportunity you may have had during your practicum experience so far.</p> <p>Note. If you have not had a chance to experience a counseling activity during your practicum experience so far, share your thoughts on the reading for this week.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

[Week 3: In-Service or Workshop Trainings to School Personnel](#)

[Learning Objectives](#)

3.32 Identify the communication skills necessary when dealing with parents, students, teachers or other educational staff.	CLO1, CLO3
3.33 Explain the needs of parents, students, teachers or other educational staff within the school environment.	CLO1, CLO3

[Activities and Resources](#)

Readings	3.1, 3.2
<i>Best Practices in School Psychology, Volume 1</i>	

Ch. 30: Best Practices in School-Based Problem-Solving Consultation: Applications in Prevention and Intervention Systems

[Assignments](#)

Discussion: School Psychological Services	3.1, 3.2
<p>Respond to the following prompts in the School Psychological Services discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What insights did you gain from the reading this week?• What is one of the most important things you would share with teachers, administrators, and other school staff regarding school psychological services for their school? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

[Week 4: Time Management](#)

[Learning Objectives](#)

4.34 Identify the expectations and function of School Psychologists on a week to week basis.	CLO1, CLO2, CLO3
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[Activities and Resources](#)

Readings	4.1
<p><i>Online Resource</i></p> <p>The Time Management Matrix by Francisco Sáez from FacileThings ©2020.</p>	

[Assignments](#)

Discussion: Time Management	4.1
<p>School Psychologists are often pulled in many directions. Knowing how to plan your day, week, or month is important but also making sure you prioritize your time is equally as important.</p> <p>Respond to the following prompt in the Time Management discussion forum by Wednesday: What one way seems to work best for you in terms of organizing or prioritizing your time, i.e., day, week, month?</p> <p>Note. If you can, provide an example of something that might be important for you but not urgent.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

[Week 5: School-Community Partnerships](#)

Learning Objectives

5.29 Determine effective skills needed for academic support.	CLO2, CLO3
5.30 Identify effective time management techniques in order to be an efficient and effective school psychologist.	CLO2, CLO3

Activities and Resources

Readings	5.1, 5.2
<p><i>Best Practices in School Psychology, Volume 3</i></p> <p>Ch. 31: Best Practices in Systems-Level Organization and Support for Effective Family–School Partnerships</p>	

Assignments

Discussion: Challenges Working with Stakeholders	5.1, 5.2
<p>Respond to the following prompts in the Challenges Working with Stakeholders discussion forum by Wednesday based on <i>one</i> of the following:</p> <ul style="list-style-type: none"> • What are your thoughts regarding the challenges of working with parents and outside or community agencies? How does it relate to your current practicum experience? • If you have <i>not</i> had a chance to experience working directly with parents or outside agencies during your practicum experience, share your thoughts on the reading for this week. <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

[Week 6: Diversity in Development & Learning](#)

Learning Objectives

<p>6.33 Identify if local or district policies align with state and federal laws pertaining to diverse student populations within special and general educational programs.</p>	CLO1, CLO2, CLO3
<p>6.34 Apply knowledge of NASP Domains along with district policies regarding working with diverse student populations within the school district.</p>	CLO1, CLO2, CLO3

Activities and Resources

Readings	6.1, 6.2
<p>NASP Domains</p> <p>Domain 8: Human Diversity (in Development and Learning). School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery.</p>	

Assignments

Discussion: NASP Domain 8	6.1, 6.2
Respond to one of the following prompts in the NASP Domain 8 discussion forum by Wednesday: <ul style="list-style-type: none">• What does NASP Domain 8 mean to you, based on your current or previous practicum experience?• What do you believe it means to your future practice as a school psychologist? Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

[Week 7: Professional Development](#)

[Learning Objectives](#)

7.26 Determine the expectations of school personnel when it comes to the ongoing professional development of School Psychologists for your school district.	CLO1, CLO3
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[Activities and Resources](#)

Readings	7.1
Consider becoming a member of the following: National Association of School Psychologists (NASP): “Membership gives you access to resources, discounted professional development, the latest news and research in the profession, and the ability to connect with a network of 24,000 colleagues.” California Association of School Psychologists (CASP): “CASP student members receive major discounts on membership and CASP convention registration; can apply for CASP scholarships; can have a voice in our quarterly newsletter CASP Today; keep abreast of all things new and exciting in the world of school psychology; and more.”	

[Assignments](#)

Discussion: Staying Current	7.1
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Respond to the following prompts in the Staying Current discussion forum by Wednesday: Besides membership to a professional organization, how else might you stay up to date of local, state, and national school psychological practices?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 8: Goal Progress](#)

[Learning Objectives](#)

8.22 Apply knowledge of NASP Domains to role expectations and function of School Psychologists.

CLO1, CLO2, CLO3

[Activities and Resources](#)

Readings

8.1

NASP Domains

Domain 2: Consultation and Collaboration. School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Interventions and Instructional Support to Develop Academic Skills. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

[Assignments](#)

Discussion: NASP Domains 2 & 3 Goal Progress

8.1

Respond to the following prompts in the NASP Domains 2 & 3 Goal Progress discussion forum by Wednesday: Share your progress on the goal you identified at the beginning of this term, i.e., how you were able to accomplish that goal or what prevented you from accomplishing that goal during this term?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Self-Review & Supervisor Evaluation

COURSE

Submit the evaluation or performance appraisal form completed by you and your supervisor by Sunday.

Note.

- Students who have just completed their first 225 Practicum hours by the end of this term, need to do the following: Have your supervisor complete the Practicum Supervisor Evaluation form and upload it to this assignment forum.
- Student who have already completed 225 hours before this term, upload the same Practicum Site Supervisor form to this assignment forum.
- Students who have *not* completed 225 Practicum hours by the end of this term, submit a word document in place of your site supervisor evaluation indicating your progress and when you anticipate completing the first 225 hours of Practicum.

Assignment: Logs

COURSE

Submit completed and signed year-to-date Hourly Logs.

Include all Hourly Logs from previous terms or your updated Hourly Logs.

PPS65520: Psychopathology and Psychopharmacology

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze real-world scenarios of major mental disorders related to human development across the lifespan.	Application	Standard 2	Standard 21	Standard 20	Assignment: Research Paper
CLO2: Evaluate biological and contextual factors influencing mental illnesses across educational settings.	Discovery	Standard 4	Standard 21	Standard 17	Assignment: Research Paper
CLO3: Analyze the use of psychopharmacological intervention as strategies for promoting student learning and mental wellbeing.	Teaching	Standard 5	Standard 21	Standard 21	Assignment: Research Paper
CLO4: Determine roles of school psychologists and school counselors as they relate to the treatment of mental illnesses from a collaborative perspective.	Integration	Standard 7	Standard 27	Standard 20	Assignment: Research Paper
CLO5: Determine diversity issues, legal issues, and special needs related to psychopathology and psychopharmacology.	Discovery	Standard 3	Standard 18	Standard 19	Assignment: Research Paper

Week 1: Psychopathology & Psychopharmacology Competencies and Ethical Standards

Learning Objectives

1.37 Explain the ethical standards of assessment and evaluation of mental conditions.	CLO1, CLO2, CLO5
1.38 Determine how the standards of care and scope of practice from the American Psychological Association standards apply to school psychological services.	CLO2, CLO3, CLO5
1.39 Analyze general factors influencing psychopathology and its treatment consequences.	CLO2, CLO4

Activities and Resources

Readings	1.1, 1.2, 1.3
<p><i>American Psychological Association</i></p> <ul style="list-style-type: none">• Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations• Ethical Principles of Psychologists and Code of Conduct• Practice Guidelines for LGB Clients• Guidelines for Assessment of and Intervention With Persons With Disabilities	

Assignments

Discussion: Ethics & Core Competencies	1.1, 1.2, 1.3
<p>Select three of the standards of care and scope of practice from the American Psychological Association standards.</p> <p>Respond to the following prompts in the Ethics & Core Competencies discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Provide a brief description of the ethics and core competency you selected.• Explain why this competency is identified as a core competency in your field of work• Explain one way to effectively measure or evaluate the competency. Be specific and provide at least one example. <p>Reply to a classmate’s post, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Week 2: Neuro-Developmental Disorders and Mood Disorders

Learning Objectives

2.35 Explain major clinical features in neurodevelopmental disorders and mood disorders.	CLO1, CLO2
2.36 Determine methods for school psychologists and school counselors to support students with conditions from these two broad psychopathological categories, neurodevelopmental disorders and mood disorders, in educational settings.	CLO2, CLO3, CLO4
2.37 Explain school learning implications for students with psychological disabilities.	CLO2

Activities and Resources

Readings	2.1, 2.2, 2.3
<p><i>Diagnostic and Statistical Manual of Mental Disorders</i></p> <ul style="list-style-type: none"> • Neuro-developmental Disorders • Mood Disorders 	
<p><i>Alliant Library</i></p> <ul style="list-style-type: none"> • Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. <i>American Psychologist</i>, 63(3), 146-159. • Pine, D. S. (2006). A primer on brain imaging in developmental psychopathology: What is it good for?. <i>Journal Of Child Psychology & Psychiatry</i>, 47(10), 983-986. • Sroufe, L. A. (2009). The concept of development in developmental psychopathology. <i>Child Development Perspectives</i>, 3(3), 178-183. • Vallance, A. K. (2009). Review of developmental psychopathology and wellness: Genetic and environmental influences. <i>Child and Adolescent Mental Health</i>, 14(2), 110. • De Pauw, S., & Mervielde, I. (2010). Temperament, Personality and Developmental Psychopathology: A Review Based on the Conceptual Dimensions Underlying Childhood Traits. <i>Child Psychiatry & Human Development</i>, 41(3), 313-329. • Stringaris, A., Rowe, R., & Maughan, B. (2012). Mood dysregulation across developmental psychopathology - general concepts and disorder specific expressions. <i>Journal Of Child Psychology & Psychiatry</i>, 53(11), 1095-1097. • Drabick, D. G., & Kendall, P. C. (2010). Developmental psychopathology and the diagnosis of mental health problems among youth. <i>Clinical Psychology: Science and Practice</i>, 17(4), 272-280. • Narayan, A. J., Allen, T. A., Cullen, K. R., & Klimes-Dougan, B. (2013). Disturbances in reality testing as markers of risk in offspring of parents with bipolar disorder: a systematic review from a developmental psychopathology perspective. <i>Bipolar Disorders</i>, 15(7), 723-740. 	

Assignments

Discussion: Neurodevelopmental Disorders	2.1, 2.2
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Respond to the following prompts in the Neurodevelopmental Disorders discussion forum by Wednesday:

- Select a Neurodevelopmental Disorder and explain the etiology and developmental trajectory for it.
- Provide examples and cite specific research articles to support your response.

Reply to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Mood Disorders

2.1, 2.2, 2.3

Respond to the following prompts in the Mood Disorders discussion forum by Friday:

- Select a major Mood disorder and provide a description of it.
- Explain assessment and intervention planning considerations for a student with your selected mental disorder.

Reply to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 3: Anxiety Disorders and Trauma-and-Stress-Related Disorders](#)

[Learning Objectives](#)

3.34 Explain the development of anxiety and stress reactions.

CLO1

3.35 Determine an effective treatment plan for a student with post-traumatic stress disorder (PTSD).

CLO1, CLO2, CLO4

Activities and Resources

Readings	3.1, 3.2
<p><i>Diagnostic and Statistical Manual of Mental Disorders</i></p> <ul style="list-style-type: none">• Anxiety Disorders• Stress-related and Post Traumatic Stress Disorders	
<p><i>Alliant Library</i></p> <ul style="list-style-type: none">• Gazelle, H., & Rubin, K. H. (2010). Social anxiety in childhood: Bridging developmental and clinical perspectives. <i>New Directions For Child & Adolescent Development</i>, 2010(127), 1-16.• Pynoos, R. S., Steinberg, A. M., & Piacentini, J. C. (1999). A developmental psychopathology model of childhood traumatic stress and intersection with anxiety disorders. <i>Biological Psychiatry</i>, 46(11), 1542–1554.• Pine, D. S., Costello, J., & Masten, A. (2005). Trauma, proximity, and developmental psychopathology: the effects of war and terrorism on children. <i>Neuropsychopharmacology: Official Publication Of The American College Of Neuropsychopharmacology</i>, 30(10), 1781-1792.• Margolin, G., & Vickerman, K. A. (2007). Posttraumatic stress in children and adolescents exposed to family violence: I. Overview and issues. <i>Professional Psychology: Research And Practice</i>, 38(6), 613-619.	

Assignments

Discussion: Anxiety Disorders	3.1
<p>Respond to the following prompts in the Anxiety Disorders discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Describe eight important developmental issues needed to establish an accurate diagnosis for anxiety disorders.• Support your response with references. <p>Reply to a classmate’s post, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Discussion: PTSD	3.2
<p>Respond to the following prompts in the PTSD discussion forum by Friday:</p> <ul style="list-style-type: none"> • What is PTSD? • How might you help a student who just experienced significant trauma? <p>Reply to a classmate’s post, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

[Week 4: Disruptive, Impulse-Control, & Conduct Disorders](#)

Learning Objectives

4.35 Explain disruptive behavioral disorders.	CLO1
4.36 Analyze the impact of attention, memory, thinking, and impulsive control on student learning and educational intervention.	CLO1, CLO2, CLO5
4.37 Strategize how collaboration with other school personnel can assist children with emotional and behavioral problems.	CLO2, CLO4

Activities and Resources

Readings	4.1, 4.2, 4.3
<p><i>Diagnostic and Statistical Manual of Mental Disorders</i></p> <p>Impulsive and Conduct Problems</p>	
<p><i>Alliant Library</i></p>	

Kawabata, Y., Tseng, W., & Gau, S. S. (2012). [Symptoms of attention-Deficit/Hyperactivity disorder and social and school adjustment: The moderating roles of age and parenting](#). *Journal of Abnormal Child Psychology*, 40(2), 177-88.

Assignments

Discussion: ADHD	4.1, 4.2, 4.3
Respond to the following prompts in the ADHD discussion forum by Wednesday: <ul style="list-style-type: none">• What is the developmental trajectory of ADHD?• What ten different evidence-based instructional intervention strategies would you suggest to teachers?	
Reply to a classmate’s post, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

Week 5: Psychotropic Medication in Schools

Learning Objectives

5.31 Explain school psychologists’ and counselors’ role for monitoring medication in school settings.	CLO3, CLO4
5.32 Explain key legal and ethical issues in medication administration.	CLO3, CLO4

Activities and Resources

Readings	5.1, 5.2
<i>Alliant Library</i>	

- Ball, C. R., Kratochwill, T. R., Johnston, H. F., & Fruehling, J. J. (2009). [Limited prescription privileges for psychologists: Review and implications for the practice of psychology in the schools](#). *Psychology In The Schools*, 46(9), 836-845.
- DuPaul, G. J., & Carlson, J. S. (2005). [Child Psychopharmacology: How School Psychologists Can Contribute to Effective Outcomes](#). *School Psychology Quarterly*, 20(2), 206-221.
- Kubiszyn, T., Mire, S., Dutt, S., Papatopoulos, K., & Burrige, A. B. (2012). [Significant differences in pediatric psychotropic side effects: Implications for school performance](#). *School Psychology Quarterly*, 27(1), 4-28.
- Mazur-Mosiewicz, A., Pierson, E. E., & McIntosh, D. E. (2009). [Legal issues in school health services and school psychology: Guidelines for the administration of medication](#). *Psychology In The Schools*, 46(9), 813-819.
- Roberts, H. J., Floress, M. T., & Ellis, C. R. (2009). [Training school psychologists in psychopharmacology consultation](#). *Psychology In The Schools*, 46(9), 827-835.

Preparation: Psychopathology & Psychotropic Medication Research Paper

N/A

Begin working on the Psychopathology & Psychotropic Medication Research Paper due in Week 8.

Review instructions for this assignment in Week 8.

Assignments

Discussion: Monitoring Medication

5.1, 5.2

Respond to the following prompts in the Monitoring Medication discussion forum by Wednesday:

- What pivotal roles can school psychologists play in monitoring psychotropic medication?
- What potential ethical and legal conflicts are there in school psychopharmacological consultation? Cite specific research to support your response.

Reply to a classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Week 6: Anti-Depressant & Anti-Anxiety Medication

Learning Objectives

6.35 Explain the benefits of anti-depressant medications.	CLO3, CLO4
6.36 Summarize the dangers of anti-depressant and anti-anxiety medications.	CLO3, CLO4, CLO5
6.37 Explain integrative treatment with special populations.	CLO3, CLO4

Activities and Resources

Readings	6.1, 6.2, 6.3
<p><i>Handbook of Clinical Psychopharmacology for Therapists</i></p> <ul style="list-style-type: none"> Ch. 17: Bipolar Medications Ch. 18: Antianxiety Medications 	
<p><i>Alliant Library</i></p> <ul style="list-style-type: none"> Patkar, A., & Pae, C. (2013). Atypical Antipsychotic Augmentation Strategies in the Context of Guideline-based Care for the Treatment of Major Depressive Disorder. <i>CNS Drugs</i>, 2729-37. Pierson, E. E. (2009). Antidepressants and suicidal ideation in adolescence: A paradoxical effect. <i>Psychology In The Schools</i>, 46(9), 910-914. Large-scale study suggests fluvoxamine effective for anxiety symptoms. (2001). <i>Brown University Child & Adolescent Psychopharmacology Update</i>, 3(6), 1. Witek, M. W., Rojas, V., Alonso, C., Minami, H., & Silva, R. R. (2005). Review of Benzodiazepine use in Children and Adolescents. <i>Psychiatric Quarterly</i>, 76(3), 283-296. 	

Assignments

Discussion: Anti-Depressants	6.1, 6.2
<p>Respond to the following prompts in the Anti-Depressants discussion forum by Wednesday:</p> <ul style="list-style-type: none"> Describe one major benefit of antidepressant in treating mood disorders. What are the dangers associated with the use of anti-depressants with children and adolescents? 	

Reply to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Anti-Anxiety

6.3

Respond to the following prompts in the Anti-Anxiety discussion forum by Friday: How has anti-anxiety medication been used with children? Support your response with three-to four-references not from your readings.

Reply to a classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Week 7: Stimulant Medication and Mood-Stabilizers

Learning Objectives

7.27 Determine the impact of stimulant medication and mood-stabilizers on children’s development.

CLO3, CLO4

7.28 Explain the side effects of stimulant medication and mood-stabilizers.

CLO3, CLO4, CLO5

Activities and Resources

Readings

Handbook of Clinical Psychopharmacology for Therapists

Review Ch. 17: Bipolar Medications

Alliant Library

- [Atomoxetine appears effective in children with ADHD](#). (2005). *Brown University Child & Adolescent Psychopharmacology Update*, 7(8), 5-6.
- [Stimulants safe for children with ADHD, but experts ponder long-term effects](#). (2005). *Brown University Child & Adolescent Psychopharmacology Update*, 7(5), 1-4.
- Smarty, S., & Findling, R. L. (2007). [Psychopharmacology of pediatric bipolar disorder: a review](#). *Psychopharmacology*, 191(1), 39-54.

Assignments

Discussion: ADHD Medication	7.1, 7.2
<p>Respond to the following prompts in the ADHD Medication discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • What are the side effects of ADHD medication? • How would you work with a teacher who insists that a student with ADHD-like symptoms needs medication? <p>Reply to a classmate’s post, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Week 8: Antipsychotic Medications

Learning Objectives

8.23 Determine key areas that school psychologists and counselors may monitor medication treatment.	CLO3, CLO4
8.24 Explain special issues related to medication compliance.	CLO3, CLO4, CLO5
8.25 Determine how to effectively assist a student with psychotic symptoms.	CLO3, CLO4

Activities and Resources

Readings	
<p><i>Handbook of Clinical Psychopharmacology for Therapists</i></p> <p>Ch. 19: Antipsychotic Medications</p>	
<p><i>Alliant Library</i></p> <ul style="list-style-type: none">• Findling, R. L., Horwitz, S. M., & Birmaher, B. (2011). Antipsychotics prescribed most often in children with psychotic or BPI disorders. <i>Brown University Child & Adolescent Psychopharmacology Update</i>, 13(12), 1-3.• Maayan, L. A., & Vakhrusheva, J. (2010). Risperidone associated weight, leptin, and anthropometric changes in children and adolescents with psychotic disorders in early treatment. <i>Human Psychopharmacology: Clinical & Experimental</i>, 25(2), 133-138.• Yasui, M., & Dishion, T. J. (2007). The Ethnic Context of Child and Adolescent Problem Behavior: Implications for Child and Family Interventions. <i>Clinical Child & Family Psychology Review</i>, 10(2), 137-179.	

Assignments

Discussion: Daily Practice	N/A
<p>Respond to the following prompt in the Daily Practice discussion forum by Wednesday: How you would apply the knowledge from this course to your daily practice as a school psychologist or school counselor?</p> <p>Reply to a classmate’s post, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Psychopathology & Psychotropic Medication Research Paper	8.1, 8.2, 8.3
<p>This paper is an opportunity for you to synthesize and integrate what you learn about psychopathology and psychotropic medication from this class.</p>	

Select a mental disorder from DSM-V and research its etiology, symptoms, and pharmacological treatment.

Write a 10-to 12-page research paper about the psychopathology and psychopharmacology of your selected mental disorder that includes the following:

- Section 1 – Research the prevalence and etiologies of the mental illness
- Section 2 – Explain the symptoms and diagnostic criteria for the condition
- Section 3 – Explore at least three evidence-based non-medication treatment methods for the condition
- Section 4 - Illustrate psychotropic medication options for the condition:
 - Include a minimum of four research studies
 - Explain combined treatment using therapy and medication
- Section 5 – Explain treatment management and the ethical and legal implications for school psychologists

Submit your research paper as a Word document by Friday.

Bibliography

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PPS60290: Behavior Management in the Classroom

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Summarize the components of a functional behavior assessment.	Application	Standard 2	Standard 21	Standard 20	Week 8 FBA
CLO2: Analyze behaviors in terms of function.	Application	Standard 4	Standard 29	Standard 22	Week 8 FBA
CLO3: Analyze evidence based practices.	Application	Standard 4	Standard 30	Standard 22	Week 8 FBA & Literature Review
CLO4: Determine various applications of applied behavior analysis (ABA) principles.	Application	Standard 2,4	Standard 30	Standard 23	Week 8 FBA
CLO5: Apply data-based decision-making practices.	Application	Standard 2, 4	Standard 21 & 29	Standard 22	Week 8 FBA & Literature Paper
CLO6: Determine best practice methods for dealing with problem behavior from the literature.	Application	Standard 2, 6	Standard 21, 30	Standard 24	Week 8 Literature Paper

Week 1: Introduction to Behavioral Consultation

Learning Objectives

1.40	Explain applied behavior analysis.	CLO2
1.41	Determine the basic characteristics of behavior in applied behavior analysis.	CLO4

Activities and Resources

Readings	1.1, 1.2
<p><i>Applied Behavior Analysis</i></p> <ul style="list-style-type: none">• Ch. 1: Definition and Characteristics of Applied Behavior Analysis• Ch. 2: Basic Concepts	
<p>Review the following presentations:</p> <ul style="list-style-type: none">• ABA Chapter 1• Behavior Management	
<p>Optional Reading</p> <p>Read Ch. 1 of Behavior Analytic Consultation to Schools</p>	

Assignments

Discussion: Problem Behaviors	1.1, 1.2
<p>Respond to the following prompts in the Problem Behaviors discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What is your awareness level of applied behavior analysis?• How can understanding and pinpointing the function of problem behaviors help schools and problem behaviors? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Week 2: Overview of FBA’s

Learning Objectives

<p>2.38 Determine the legal requirements for conducting FBA's.</p>	<p>CLO2</p>
<p>2.39 Determine behaviors that would prompt an FBA.</p>	<p>CLO2</p>

Activities and Resources

<p>Readings</p>	<p>2.1, 2.2</p>
<p><i>Conducting School-Based Functional Behavioral Assessments</i></p> <ul style="list-style-type: none"> • Ch. 1: Introduction to Functional Behavioral Assessment • Ch. 2: Genesis of Functional Behavioral Assessment • Ch. 3: Legal Aspects of Functional Behavioral Assessment • Ch. 4: Everything You Always Wanted to Know about the Conceptual Foundations of Functional Behavioral Assessment 	
<p><i>Mental Health Interventions for School Counselors</i></p> <p>Ch. 1: Attention Deficit Hyperactivity Disorder</p>	
<p><i>Applied Behavior Analysis</i></p> <p>Ch. 3: Selecting and Defining Target Behaviors</p>	
<p><i>YouTube</i></p> <p>View the following videos:</p> <ul style="list-style-type: none"> • “Functional Assessment of Problem Behaviors Part I” [40:31] • “Functional Assessment of Problem Behaviors Part II” [53:47] 	
<p>Review the Introduction into FBA's presentation.</p>	

Preparation: Functional Behavior Assessment	N/A
<p>Begin working on the Functional Behavior Assessment assignment due in Week 8.</p> <p>Ensure you have written consent to conduct a Functional Behavior Assessment on a student.</p> <p>Review complete instructions for this assignment in Week 8.</p>	

[Assignments](#)

Discussion: FBA’s	2.1, 2.2
<p>Respond to the following prompts in the FBA’s discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • After reading more about the legal requirement for doing an FBA, how has your view changed about this legal requirement? • What are some problem behaviors in the literature that will likely prompt the need for an FBA? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

[Week 3: Indirect & Direct Descriptive FBA’s](#)

[Learning Objectives](#)

3.36 Analyze key elements when determining interfering behaviors including background history, review of records, and basic adaptive skills used in indirect FBA assessments.	CLO4
3.37 Interprets keys elements when determining antecedent behavior consequence when recording behaviors through direct observation.	CLO4

<p>3.38 Apply the use of functional behavior assessments and suitable forms to collect interview data.</p>	<p>CLO1</p>
<p>3.39 Analyze the components of a direct descriptive functional behavior assessment including forms used to collect behavior data.</p>	<p>CLO1</p>

Activities and Resources

<p>Readings</p>	<p>3.1, 3.2, 3.3, 3.4</p>
<p><i>Conducting School-Based Functional Behavioral Assessments</i></p> <ul style="list-style-type: none"> • Ch. 5: Key Elements of Functional Behavioral Assessment • Ch. 6: Observing and Recording Behavior • Ch. 7: Indirect Functional Behavioral Assessment • Ch. 8: Direct Descriptive Functional Behavioral Assessment 	
<p><i>Mental Health Interventions for School Counselors</i></p> <p>Ch. 2: Externalizing Behavior Disorders: Supporting Students with Aggression and Violent Tendencies</p>	
<p><i>YouTube</i></p> <p>View the following videos:</p> <ul style="list-style-type: none"> • “Functions of Behavior (Behaviorbabe) / slower version” [4:17] • “ABA Data Sheet: Behavior Data” [15:56] • “ABA Therapy: Data Collection” [13:38] 	
<p><i>Optional Reading</i></p> <p>Read Ch. 1 & 8 of <i>Behavior Analytic Consultation to Schools</i>.</p>	

<p>Preparation: Functional Behavior Assessment</p>	<p>N/A</p>
<p>Continue working on the Functional Behavior Assessment assignment due in Week 8.</p>	

- Consider using the forms in your textbook.
- Define the problem behavior(s) and determine a timeframe for when the problem behavior(s) occur.
- Collect behavior data through direct observation.
- Ensure the direct observation data collected is both frequency and duration data.
- Collect A B C data: write down what is happening in the environment just before the behavior and what happens after the behavior.
- Determine possible establishing operations when observing your target behavior.

Ensure you follow the rubric when determining what is needed for your FBA.

Begin interviewing staff members regarding the problem behavior demonstrated by your selected student. Feel free to make copies of interview forms in Ch. 7 of *Conducting School-Based Functional Behavioral Assessments* to gather relevant background data observed by staff. You can use and report on this information for your FBA report.

Assignments

Discussion: FBA Assignment

3.1, 3.2, 3.3, 3.4

Respond to the following prompts in the FBA Assignment discussion forum by Wednesday:

- Share some background factors regarding your potential student you will be assessing.
- Does this student mirror any information from the *Mental Health Interventions for School Counselors* reading regarding externalizing behavior disorder?
- What similarities exist regarding your potential student and the ADHD features from Ch. 1 of *Mental Health Interventions for School Counselors* that could impact their access to education?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Week 4: Positive & Negative Reinforcement

Learning Objectives

4.38 Determine in what way both indirect and direct descriptive functional behavior assessment comprise a best practice FBA.

CLO5

4.39 Analyze internalizing behavior disorders that will likely prompt an FBA in the schools.	CLO2
4.40 Determine what positive reinforcement is and how it affects future behavior.	CLO2
4.41 Determine what negative reinforcement is and how it affects future behavior.	CLO2

Activities and Resources

Readings	4.1, 4.2, 4.3, 4.4
<p><i>Conducting School-Based Functional Behavioral Assessments</i></p> <p>Review the following chapters:</p> <ul style="list-style-type: none"> • Ch. 7: Indirect Functional Behavioral Assessment • Ch. 8: Direct Descriptive Functional Behavioral Assessment <p>Read Ch. 9: Brief Functional Analysis of Behavior</p>	
<p><i>Mental Health Interventions for School Counselors</i></p> <p>Ch. 3: Internalizing Behavior Disorders: Supporting Students with Depression, Anxiety, and Self-Injurious Behavior</p>	
<p><i>Applied Behavior Analysis</i></p> <p>Review the following chapters:</p> <ul style="list-style-type: none"> • Ch. 2: Basic Concepts • Ch. 3: Selecting and Defining Target Behaviors <p>Read Ch. 4: Measuring Behavior</p>	
<p><i>YouTube</i></p> <p>View the “Positive Reinforcement - The Big Bang Theory” [4:53] video.</p>	

Presentations

Review the following presentations:

- Negative Reinforcement
- Positive Reinforcement

Preparation: Literature Review Report

N/A

Begin working on the Literature Review Report assignment due in Week 8.

Review complete instructions for this assignment in Week 8.

Assignments

Discussion: Positive and Negative Reinforcement

4.1, 4.2, 4.3, 4.4

Respond to the following prompts in the Positive and Negative Reinforcement discussion forum by Wednesday:

- Share a personal example of both positive and negative reinforcement as it applies to the readings this week.
- Is reinforcement bribery or part of the conditioning process we all share?
- How could you utilize both positive and negative reinforcement in the school setting?
- How can understanding internalizing disorders such as depression, anxiety and self-injurious behaviors help you in the school setting?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Week 5: Creating Charts for FBA's

Learning Objectives

<p>5.33 Determine problem behaviors that could affect a child’s mental health and academic performance in the schools.</p>	CLO6
<p>5.34 Analyze the effect of motivating operations in student behavior.</p>	CLO4
<p>5.35 Determine when and how stimulus control affects behavioral patterns.</p>	CLO4

Activities and Resources

<p>Readings</p>	5.1, 5.2, 5.3
<p><i>Mental Health Interventions for School Counselors</i></p> <ul style="list-style-type: none"> • Ch. 4: Eating Disorders, Obesity, and Body Image Concerns: Prevention and Intervention • Ch. 5: Substance Abuse: Implications for School Counseling Practice • Ch. 6: Child Sexual Abuse • Ch. 7: Students with Severe Acting-Out Behavior: A Family Intervention Approach 	
<p><i>Applied Behavior Analysis</i></p> <ul style="list-style-type: none"> • Ch. 16: Motivating Operations – Jack L. Michael • Ch. 17: Stimulus Control 	
<p><i>YouTube</i></p> <ul style="list-style-type: none"> • “How to Create Behavior Graphs on Excel - Video 1” [17:20] • “Phase Change Video” [7:47] 	
<p><i>Presentations</i></p> <p>Review the following presentations:</p> <ul style="list-style-type: none"> • Motivating Operations • Stimulus Control 	
<p><i>Optional Reading</i></p>	

Read Ch. 5 of *Behavior Analytic Consultation to Schools*.

Assignments

Discussion: Motivating Operations

5.1, 5.2, 5.3

Respond to the following prompts in the Motivating Operations discussion forum by Wednesday:

- We are all motivated by either unconditioned or conditioned motivating operations. What two examples of each likely affect you in your daily routine?
- How might stimulus control affect children's behavior responses in the classroom? Give an example of stimulus control either in your personal life or from past experience working with children.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: FBA Assignment–Interventions

5.1, 5.2, 5.3

Respond to the following prompt in the FBA Assignment–Interventions discussion forum by Wednesday: What are some possible interventions you may use to either increase or decrease either appropriate or non-appropriate behavior at school?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Week 6: Antecedent Interventions

Learning Objectives

6.38 Interpret the principles of antecedent interventions and when to use this type of intervention.	CLO4
6.39 Determine the most used antecedent intervention techniques to decrease a problem behavior from the applied literature.	CLO6
6.40 Analyze the effect of motivating operations on antecedent changes in the behavior to affect an intervention.	CLO6

Activities and Resources

Readings	6.1, 6.2, 6.3
<p><i>Applied Behavior Analysis</i></p> <p>Ch. 23: Antecedent Interventions</p>	
<p><i>Presentation</i></p> <p>Review the Antecedent Interventions presentation.</p>	
<p><i>Optional Reading</i></p> <p>Read Ch. 4 of <i>Behavior Analytic Consultation to Schools</i>.</p>	

Assignments

Discussion: Antecedent Interventions	6.1, 6.2, 6.3
<p>Respond to the following prompts in the Antecedent Interventions discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • Before you completed the assigned readings this week, had you ever considered the concept of antecedent intervention? Why or why not? • Based on the assigned readings, when do you think it is appropriate to apply antecedent interventions in the school setting? • What three different antecedent interventions would work on increasing a student’s motivation to behave or comply with adult task demands? • As a school psychologist or school counselor, how could you help implement antecedent interventions in the schools? 	

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: FBA Assignment Draft

N/A

Post a draft of your FBA assignment in the FBA Assignment Draft discussion forum by Tuesday.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Friday. If possible, respond to posts that have not yet received feedback from a classmate.

Note. Due dates in this forum are different from previous weeks due to the nature of the discussion.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: FBA Draft

N/A

Review the feedback provided by your classmates of your FBA draft.

Revise your FBA draft as needed.

Submit a second draft to your course instructor by Sunday.

[Week 7: Literature Review](#)

[Learning Objectives](#)

7.29 Evaluate the use of peer reviewed articles to support literature findings regarding a specific neurological or behavior disorder.

CLO6

7.30 Evaluate background history of work related to a neurologic or behavioral condition.	CLO6
7.31 Assess work for appropriate use of research findings to make an education decision regarding possible interventions in the schools.	CLO6

Activities and Resources

Readings	
No readings this week.	

Assignments

Discussion: Literature Review Report Assignment Draft	7.1, 7.2, 7.3
<p>Post a draft of your Literature Review Report to the Literature Review Report Assignment Draft discussion forum by Tuesday.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Friday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Consider the following when providing your feedback:</p> <ul style="list-style-type: none">• Did your colleagues review of considered articles provide validity to the behavioral or neurological disorder findings?• Do you feel the background history regarding the findings in the literature was sufficient?• Are the identified treatments effective for dealing with this condition or disorder?• Did your colleague address any cultural or gender factors that need more clarification?• Did your colleague consider the most appropriate interventions that support an individual’s independence in the school or community? <p>Note. Due dates in this forum are different from previous weeks due to the nature of the discussion. This is your time to share anything that may need more information or support for your colleague’s final paper.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Literature Review Report Draft	N/A
<p>Review the feedback provided by your classmates of your Literature Review Report draft.</p> <p>Revise your Literature Review Report draft as needed.</p> <p>Submit a second draft to your course instructor by Sunday.</p>	

[Week 8: Wrap-up](#)

Learning Objectives

8.26 Employ best practices to complete a functional behavior assessment.	CLO1
8.27 Apply data-based decision-making practices to complete a functional behavior assessment.	CLO5
8.28 Interpret legal obligations under Individual with Disabilities Educational Improvement Act (IDEIA) for dealing with problem behavior.	CLO6
8.29 Determine the etiology of a neurological or biological condition that is supported in public education.	CLO6
8.30 Analyze treatment or program planning found in the literature for dealing with problem behavior	CLO6

Activities and Resources

Readings	
No readings this week.	

Assignments

Discussion: Function of Behaviors	8.1, 8.2, 8.3
<p>Respond to the following prompts in the Function of Behaviors discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Now that you have conducted an FBA, how may school psychologists and school counselors benefit from understanding the function of behaviors when creating interventions for behavior plans in the classroom?• How will you apply your new skills in the public-school system?• Consider your legal obligation to protect and serve children even when interfering behaviors prohibit them from accessing their education, how does applying your knowledge of an FBA support a child's access to education? <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

Assignment: Functional Behavioral Assessment	8.1, 8.2
<p>Conduct a school-based Functional Behavioral Assessment on a student.</p> <p>Utilize the <i>Conducting School-Based Functional Behavioral Assessments</i> text as a resource for completing this assignment.</p> <p>Ensure the following is included in your FBA:</p> <ul style="list-style-type: none">• Describe your student• Interfering behaviors• History of previous interventions• Ecological variables• Three direct observations• Descriptive contingency analysis• Summary of contingency analysis• Function of behavior summary statement• Hypothesis statement• Function-based interventions	

- Replacement behavior
- Visual graph and recording of problem behavior

Refer to the FBA Assignment rubric for specific details for each area.

Note. Ensure to change any identifying information for the student you assessed per FERPA guidelines.

Submit your FBA by Sunday as a Word document.

Use your best judgement for allowing accommodations for this assignment such as allowing students to use a family member or neighbor for conducting the assessment.

Assignment: Literature Review Report

8.3, 8.4, 8.5

Research of one of the following psychological, medical, or biological conditions that have behavioral features that you would like to know more about:

- Schizophrenia
- Klinefelter's Syndrome
- Epilepsy
- Fragile X Syndrome
- Prader-Willi Syndrome
- Autism
- Asperger's Syndrome
- Tourette's Syndrome
- Specific anxiety disorder
- ADHD
- ODD
- Bipolar Disorder
- TBI

Note. If you would like to research a different condition email your course instructor for prior approval.

Write a five-to six-page literature review report that contains the following information:

Alliant International University

Program: Education Specialist with School Based Mental Health + PPS Credential – School Psychology

Dr. Vangie Akridge

vangie.akridge@alliant.edu

- Frequency and prevalence of the condition
- Essential signs and symptoms
- Culture, age and gender features
- Medical treatments
- Considerations for educational planning

Format your paper consistent with APA style guidelines.

Submit your report as a Word document by Sunday.

PPS61060: Practicum

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Psychology Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze various components that impact school culture.	Engagement	Standards 1 & 3	Standard 17	Standard 17	Discussions & Logs
CLO2: Analyze schools as a system through interviews, observations, and records review.	Teaching & Learning	Standard 7	Standards 27 & 28	Standard 18	Discussions & Logs
CLO3: Evaluate personal experiences that influence your view of the school as a system.	Discovery	Standard 2	Standards 25 & 26	Standard 25	Discussions & Logs

Week 1: Behavior Interventions & School-Based Mental Health Issues

Learning Objectives

1.42 Identify the function of behavior in mental health intervention techniques.	CLO1, CLO3
1.43 Explain the role expectations and function of School Psychologists.	CLO1, CLO3
1.44 Apply the NASP Domains to the role expectations and function of School Psychologists.	CLO1, CLO3

Activities and Resources

Readings	1.1, 1.2, 1.3
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NASP Domains

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

Assignments

Discussion: NASP Domain 4

1.1, 1.2, 1.3

Respond to one or both of the following prompts in the NASP Domain 4 discussion forum by Wednesday:

- What experiences or trainings have you had so far during your practicum and program that have helped you further your understanding and confidence when it comes to helping teachers deal with the various behavior problems or social-emotional issues of their students?
- If you feel you still need experience or training in these areas, how might you get those experiences or trainings during the upcoming weeks or months, prior to your internship?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Week 2: Preventive and Responsive Services & Crisis Intervention

Learning Objectives

2.40 Explain the communication skills necessary when dealing with parents, students, teachers or other educational staff.

CLO1, CLO3

2.41 Explain the needs of parents, students, teachers or other educational staff within the school environment.

CLO1, CLO3

Activities and Resources

Readings

2.1, 2.2

NASP Domains

Domain 6: Preventive and Responsive Services. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Assignments

Discussion: NASP Domain 6	2.1, 2.2
<p>Respond to one or both of the following prompts in the NASP Domain 6 discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • What methods have you learned, through hands-on experience or instructional guidance, to further your confidence when it comes to the possibility of dealing with a student-in-crisis or a school-related crisis? • What personal or professional challenges do you feel you are still facing when it comes to the possibility of dealing with a student-in-crisis or a school-related crisis? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Week 3: Assessment & Data-based Decision Making and Accountability

Learning Objectives

3.40 Identify the expectations and function of School Psychologists on a week to week basis.	CLO1, CLO2, CLO3
3.41 Identify various methods and assessments to address areas of suspected disability, considering the cultural, language and socioeconomic context.	CLO1, CLO2, CLO3
3.42 Evaluate the effectiveness of interventions at all tiers of support, and modify interventions based on data.	CLO1, CLO2, CLO3

Activities and Resources

Readings	3.1, 3.2, 3.3
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NASP Domains

Domain 1: Data-Based Decision Making and Accountability. School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

Assignments

Discussion: NASP Domain 1

3.1, 3.2, 3.3

Respond to the following prompts in the NASP Domain 1 discussion forum by Wednesday:

- What methods have you learned, through hands-on experience or instructional guidance, to help you feel more comfortable with the testing process and completing an individual assessment battery on a student?
- What areas of experience or training do you feel you still need regarding the testing and assessment process? How might you get those experiences or trainings during the upcoming weeks?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Week 4: Self Review

Learning Objectives

4.42 Determine effective skills needed in working with other school personnel.

CLO2, CLO3

4.43 Explain role expectations and function of School Psychologists.

CLO2, CLO3

Activities and Resources

Readings

4.1, 4.2

There are no readings this week.

Assignments

Discussion: Self Review

4.1, 4.2

Consider the following 'statements of advice' that various practicing school counselors and psychologists have shared with candidates-in-training:

- Don't be afraid to ask questions.
- The highs are high and the lows are low, pace yourself.
- Seek out a mentor
- Remember, you can't please everyone
- Take time for you

Select one of the 'statements of advice' and describe what that might mean to you as you prepare to enter a school psychologist internship in the Self-Review discussion forum by Wednesday.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Week 5: Report Writing

Learning Objectives

5.36 Identify state and federal laws that pertain to working with individuals or groups for the purpose of academic or social and emotional counseling.

CLO1, CLO2, CLO3

5.37 Explain individual and group therapy techniques needed in assisting students who have been identified as having academic or social and emotional needs.

CLO1, CLO2, CLO3

Activities and Resources

Readings	5.1, 5.2
<i>Best Practices in School Psychology, Volume 1</i>	
Ch. 28: Best Practices in Writing Assessment Reports	
<i>Alliant Library</i>	
Lichtenstein, R. (2014). Psychoeducational Reports That Matter: A Consumer-Responsive Approach, Part 3 . <i>Communique</i> , 42(6), 1–30.	
Mastoras, S. M., Climie, E. A., McCrimmon, A. W., & Schwean, V. L. (2011). A C.L.E.A.R. Approach to Report Writing: A Framework for Improving the Efficacy of Psychoeducational Reports . <i>Canadian Journal of School Psychology</i> , 26(2), 127–147.	

Assignments

Discussion: Psychoeducational Reports	5.1, 5.2
Respond to the following prompts in the Psychoeducational Reports discussion forum by Wednesday:	
<ul style="list-style-type: none"> • What methods have you learned, through hands-on experience or instructional guidance, that have helped you learn how to put together or write a psychoeducational report? • What personal or professional challenges do you feel you are still facing when it comes to putting together or writing a psychoeducational report? 	
Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Week 6: Diversity & Social Justice

Learning Objectives

6.41 Identify local and district policies related to state and federal laws pertaining to diverse student populations within special and general educational programs.	CLO1, CLO2, CLO3
6.42 Identify local and state policies regarding working with a diverse student population within the school district.	CLO1, CLO2, CLO3

6.43 Explain current issues and trends in Social Justice pertaining to the school environment.	CLO1, CLO2, CLO3
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Activities and Resources

Readings	6.1, 6.2, 6.3
<i>Best Practices in School Psychology, Volume 4</i>	
<ul style="list-style-type: none">• Ch. 2: Best Practices School Psychologists Acting as Agents of Social Justice• Ch. 3: Best Practices in Primary Prevention in Diverse Schools and Communities• Ch. 4: Best Practices in Providing Culturally Responsive Interventions• Ch. 5: Best Practices in Nondiscriminatory Assessment	

Assignments

Discussion: Injustice	6.1, 6.2, 6.3
Respond to the following prompts in the Injustice discussion forum by Wednesday:	
<ul style="list-style-type: none">• Describe a personal experience or current event(s) that may have helped influence you toward developing a better understanding of students who have experienced injustices?• Why and how do those students or others take action in order to address injustice?	
Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Week 7: Reflection on Practicum Experience

Learning Objectives

7.32 Explain role expectations and function of School Psychologists.	CLO1, CLO3
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7.33 Apply knowledge of various NASP Domains to role expectations and function of School Psychologists.	CLO1, CLO3
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Activities and Resources

Readings	7.1, 7.2
<i>Best Practices in School Psychology, Volume 4</i> Ch. 43: Best Practices in School Psychologists' Self-Evaluation and Documenting Effectiveness	

Assignments

Discussion: Expectations	7.1, 7.2
Respond to the following prompts in the Expectations discussion forum by Wednesday: What has been one of the most valuable aspects of your practicum experience that has helped you gain knowledge of important concepts, ideas, and/or perspectives as it relates to the expectations of a school psychologist? Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Week 8: Topic

Learning Objectives

8.31 Integrate experiences in your practica that will provide you with exposure to school culture and the school as a system.	CLO1, CLO2, CLO3
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Activities and Resources

Readings	8.1
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There are no readings this week.

Assignments

Assignment: Self-Review & Supervisor Evaluation	8.1
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Submit the evaluation or performance appraisal form completed by you and your supervisor by Sunday.

Note.

- This evaluation should reflect the last part, i.e., the last half, of your practicum experience or 225 practicum hours, totaling 450 hours of practicum.
- Students who have *not* completed all 450 Practicum hours by the end of this term, submit a word document in place of your site supervisor evaluation indicating your progress and when you anticipate completing all 450 hours of Practicum.

Assignment: Logs	8.1
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Submit completed and signed year-to-date Hourly Logs.

Include all Hourly Logs from previous terms or your updated Hourly Logs.

PPS60490: Atypical Populations, Alternative Eligibility Assessments

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Determine the relationship between DSM-V diagnoses and educational criteria for special education purposes.	A, E	4, 6	N/A	17, 21	Emotional Disturbance Paper
CLO2: Analyze the influence of cultural, economic, and linguistic diversity in psychological assessment.	D	3, 4, 11	N/A	17, 22, 24	Discussions Weeks 5 and 6
CLO3: Select qualitative and quantitative assessment instruments to make appropriate identification and recommendations for classroom interventions.	L, E, A, D	4, 5	N/A	17, 22	Rating Scale Assessment Papers
CLO4: Evaluate low incidence and atypical disabilities using guidelines from the DSM-V and the State Education Codes to make educational recommendations.	E, A, D	4, 6	N/A	17, 18, 22, 23, 24	ASRS Rating Scale Report, Emotional Disturbance Paper
CLO5: Distinguish between various pre-school and early education and infant assessment tools, scales, and other adaptive behavior measures.	E, A, D	4, 5	N/A	17, 18, 22, 23, 24	Adaptive Behavior Rating Scale Paper

Week 1: Introduction to Autism

Learning Objectives

1.45 Identify the characteristics of Autism.	CLO1
1.46 Identify the cognitive assessments used to identify autism.	CLO3

1.47	Explain the behavior rating scales used to identify autism.	CLO3, CLO5
1.48	Identify cognitive characteristics of students on the autism spectrum.	CLO4
1.49	Identify key elements in program planning for students with autism.	CLO5
1.50	Determine the importance of early identification and intervention.	CLO5

Activities and Resources

Readings	1.1, 1.3, 1.5, 1.6
<i>Educating Young Children with Autism Spectrum Disorders</i>	
<ul style="list-style-type: none"> Ch. 1: Classification of Autism in Young Children Ch. 2: Early Detection and Medical Classification Ch. 3: Educational Eligibility 	

Preparation: Autism Internet Modules (AIM)	1.2, 1.4, 1.5, 1.6
<p>Create an account on the Autism Internet Modules (AIM) website located at: http://www.autisminternetmodules.org/</p> <p>Complete the following modules:</p> <ul style="list-style-type: none"> ASD-4-EI: What Early Interventionists Should Know Assessment for Identification Cognitive Differences Language and Communication Comprehensive Program Planning for Individuals With Autism Spectrum Disorders 	

Preparation: MHS® Assessments	1.2, 1.3, 1.6
<p>Check your Alliant email account for access instructions and log-in credentials to the MHS® Assessments website. If you do not receive an email with this information by Friday, inform your course instructor</p>	

before the end of the week. You will need this information to complete the ASRS® Findings assignment due in Week 2.

Identify a parent or teacher to whom you can administer the Autism Spectrum Rating Scales™ (ASRS®).

Schedule a time to administer the ASRS® before the end of Week 2.

Faculty Note. Connect with the PPS Assessment Coordinator to ensure that your students will be provided with access instructions and log-in credentials to the ASRS system before Friday of Week 1.

Preparation: Informal Observations

1.4

Conduct informal observations on students at various age ranges: preschool, elementary, and secondary.

Complete your observations before Wednesday of Week 2.

Assignments

Discussion: Subtests for ASD

1.1, 1.2, 1.3

Respond to the following prompts in the Subtests for ASD discussion forum by Wednesday:

- Given your acquired knowledge and understanding of the WISC-V and WJ-Cognitive, what two subtests may provide insight about the cognitive pattern of a student with ASD?
- What subtests might they excel in? What subtests might they have difficulty in?

Provide a specific real-world example for each prompt.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Students on the Autism Spectrum

1.4, 1.5, 1.6

Respond to the following prompts in the Students on the Autism Spectrum discussion forum by Friday:

- How could the concept of mind blindness be used to explain the difficulties that those with ASD often exhibit in starting and maintaining a conversation?
- People with ASD tend to learn rules and facts and to apply them in an absolute manner. How can this put students in a disadvantage in the classroom, specifically with instructional learning, and in school-based peer interactions?
- This week's readings talked about the early signs of Autism. When considering cultural, religion, and socioeconomic status, how may early identification signs be missed?

Provide a specific real-world example for each prompt.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

[Week 2: Autism Spectrum Disorders \(ASD\) & Residency](#)

[Learning Objectives](#)

2.42	Determine the importance and process of data collection for early identification and intervention.	CLO3, CLO5
2.43	Explain the best practices for interviewing parents and conducting behavioral observations.	CLO2, CLO3
2.44	Explain the various cognitive assessments used to assist in identifying ASD.	CLO1, CLO3
2.45	Interpret results from Autism specific assessments.	CLO3

[Activities and Resources](#)

Readings	2.1, 2.2, 2.3, 2.4
<i>Educating Young Children with Autism Spectrum Disorders</i>	

- Ch. 4: Writing Effective Educational Goals
- Ch. 5: Essential Components of Educational Programs
- Ch. 6: Designing and Evaluating Instruction Based on Student Skills and Responses

Contemporary Intellectual Assessment

Ch. 27: Assessment of Intellectual Functioning in Autism Spectrum Disorder

Essentials of Behavioral Assessment

Ch. 2: Merits of the Inventories

Preparation: Autism Internet Modules (AIM)

2.1, 2.2, 2.3, 2.4

Complete the following:

- Overview of Social Skills Functioning and Programming
- Rules and Routines
- Self-Management

Residency: Disorder Presentation

Research information from reliable and legitimate sources, in groups of two or three, on one of the following atypical disorders:

- Trauma and stressor related disorders with a focus on Reactive Attachment Disorder
- Neurological Disorders with a focus on Tourette Syndrome/Tic Disorders
- Anxiety Disorders with a focus on Selective Mutism and Separation Anxiety Disorder
- Eating and Elimination disorders
- Psychotic Disorders with a focus on Childhood Schizophrenia
- Mood Disorders with a focus on Bipolar and Depression
- Disruptive, Impulse Control, and Conduct Disorders
- Genetic and Chromosomal Disorders
- Traumatic Brain Injuries

Create a 12-to 15-minute presentation compiling the information from your research:

- Cognitive characteristics, including how the disorder might impact a child at school
- Role of the psychologist
- Process of data collection for identification
- Assessments used to assist in identifying the disorder
- Key elements in program planning
- Recommendations and accommodations
- References slide

Note. Your instructor will post an announcement informing you of the groups and topic assignments by the end of Week 1.

Prepare to present your assigned disorder during the Week 2 or Week 6 residency.

Faculty Note:

Assign students to disorder as soon as you obtain access to the course list so that you can post the assignments by the end of Week 1.

Consider using the following format for your announcement post:

Trauma and stressor related disorders with a focus on Reactive Attachment Disorder	Names of students assigned	Neurological Disorders with a focus on Tourette Syndrome/Tic Disorders	Names of students assigned
Anxiety Disorders with a focus on Selective Mutism and Separation Anxiety Disorder	Names of students assigned	Eating and Elimination disorders	Names of students assigned
Psychotic Disorders with a focus on Childhood Schizophrenia	Names of students assigned	Mood Disorders with a focus on Bipolar and Depression	Names of students assigned
Disruptive, Impulse Control, and Conduct Disorders	Names of students assigned	Genetic and Chromosomal Disorders	Names of students assigned
Traumatic Brain Injuries	Names of students assigned		

[Assignments](#)

Discussion: Event Recording Observation	2.3
<p>Respond to the following prompt in the Event Recording Observation discussion forum by Wednesday: What behavior may occur in a classroom or on a school campus that might require event recording observation? Time sampling recording? Explain your answer with support from the text.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Discussion: Informal Observation	2.1, 2.2
<p>Respond to the following prompts, based on your informal observations from Week 1, in the Informal Observation discussion forum by Friday:</p> <ul style="list-style-type: none">• What do you notice about the types of social skills that these children and adolescents use?• How do those having the most successful interactions differ from other individuals?• How do social interactions differ across age groups?• How important is language or conversational skills to the individuals at each age level? <p>Consider similarities and differences between the social interactions as you reflect on your responses to the prompts.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: ASRS Findings	2.4
<p>Administer the ASRS to the parent or teacher you identified from Week 1.</p>	

Write a narrative report, using the template provided, that summarizes your finding.

Include the following in your report:

- Additional information that would be helpful to know about the student.
- Probability of the student meeting criteria for Autism.
- Recommendations that you would make to improve the noted areas of concern:
 - Classroom
 - Social Settings
 - Home

Submit your narrative report as a Word document and the score report generated by the ASRS software by Sunday.

Week 3: Infant & Preschool Assessment, Intellectual Disability

Learning Objectives

3.43 Identify the various components of early childhood assessment such as developmental inventories, school readiness pre-academic assessment, and play assessment.	CLO5
3.44 Explain the purpose of adaptive behavior scales when determining intellectual disability.	CLO1, CLO3
3.45 Evaluate the appropriate battery of tests to administer when determining Intellectual Disability for individual students.	CLO3
3.46 Determine the eligibility factors for identifying Intellectual Disability.	CLO1, CLO2, CLO3

Activities and Resources

Reading	3.1, 3.2, 3.3, 3.4
<i>Contemporary Intellectual Assessment</i>	

- Ch. 9: The Wechsler Preschool and Primary Scale of Intelligence—Third Edition, the Wechsler Intelligence Scale for Children—Fourth Edition, and the Wechsler Individual Achievement Test— Third Edition
- Ch. 24: Cognitive Assessment in Early Childhood

Essentials of Intellectual Disability Assessment and Identification

- Ch. 1: History of Intellectual Disability
- Ch. 2: Prevalence, Causes, Issues, and Comorbid Disorders
- Ch. 3: Current Intellectual Disability Diagnostic and Federal Education Criteria

Online Resources

Special Education Division. (2005). [The handbook on transition from early childhood special education programs](#). Sacramento, CA: California Department of Education.
 San Diego Countywide Early Start Transition Committee. (2013). [Early start guides for parents on early start transition and preschool special education](#). San Diego, CA: Exceptional Family Resource Center.

Preparation: MHS® Assessments

N/A

Identify a student, parent or teacher to whom you can administer the Comprehensive Executive Function Inventory™ (CEFI®).

Schedule a time to administer the CEFI® before the end of Week 4.

[Assignments](#)

Discussion: Adaptive Skills

3.1, 3.2, 3.3, 3.4

Respond to the following prompts in the Adaptive Skills discussion forum by Wednesday:

- How are adaptive skills related to intellectual functioning? Provide a specific example.
- Aside from cognitive deficits, what other elements can impact adaptive skills? Provide a specific example.
- What adaptive rating scale is used most often at your practicum or internship site? Why has your site supervisor chosen this as their go to resource for measuring adaptive skills? How often does your site supervisor administer this assessment tool?
- Do they typically use this tool with specific populations and not others? Provide an explanation.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Adaptive Rating Scale Paper

3.1, 3.2, 3.3, 3.4

Review the completed adaptive rating scale protocols:

- ABAS 3 Parent Form
- ABAS Scoring Guide
- ABAS Techer Form

Write a report, using the template provided, based on the adaptive rating scale protocols that includes the following:

- Scores and descriptive ranges
- Written analysis of the data – noting areas of strength and areas of growth
- Summary of the findings
- Recommendations of supplemental supports and services and accommodations that the student could benefit from

Submit your report as a Word document by Sunday.

Week 4: Intellectual Disability, Executive Functioning

Learning Objectives

4.44 Determine the difference between Intellectual Disability (ID) and Specific Learning Disability (SLD).

CLO1

4.45 Analyze common recommendations and accommodations for students identified as ID.

CLO4

4.46 Determine the impact of executive functioning on learning.

CLO2, CLO3

4.47 Analyze how executive functioning is related to ADHD.

CLO1

4.48 Explain how to formally and informally assess executive functioning and ADHD.	CLO3
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Activities and Resources

Reading	4.1, 4.2, 4.3, 4.4, 4.5
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<p><i>Essentials of Intellectual Disability Assessment and Identification</i></p> <ul style="list-style-type: none"> • Ch. 6: Assessment of an Intellectual Disability • Ch. 7: Integration of Assessment Results • Ch. 8: Postassessment Planning
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<p><i>Contemporary Intellectual Assessment</i></p> <ul style="list-style-type: none"> • Ch. 23: Linking Cognitive Abilities to Academic Interventions for Students with Specific Learning Disabilities • Ch. 30: Use of Intelligence Tests in the Identification of Children with Intellectual and Developmental Disabilities • Ch. 34: The Role of Cognitive and Intelligence Tests in the Assessment of Executive Functions

<p><i>Essentials of ADHD Assessment for Children and Adolescents</i></p> <ul style="list-style-type: none"> • Ch. 1: Understanding ADHD • Ch. 2: What the DSM-5 Says About ADHD • Ch. 3: Assessing ADHD: Goals and Guiding Principles

Recommended Reading	4.3, 4.4, 4.5
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<p><i>Assessment and Intervention for Executive Function Difficulties</i></p> <ul style="list-style-type: none"> • Ch. 5: Assessment of Executive Function Capacities: Methods, Techniques, and Interpretation • Ch. 6: Academic Skill Development and Assessment of Executive Functions

Preparation: MHS® Assessments	N/A
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<p>Identify a student, parent or teacher to whom you can administer the Conners 3®.</p>
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Schedule a time to administer the Conners 3® before the end of Week 5.

Assignments

Discussion: Supporting Parents

4.2

Respond to the following prompts in the Supporting Parents discussion forum by Wednesday: When a parent is initially informed that their student meets criteria for ID, it is reasonable to expect for there to be some strong emotions and sobering moments. What are some strategies or ways that you may be able to support the parent through this conversation?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Executive Functioning

4.3, 4.4

Respond to the following prompts in the Executive Functioning discussion forum by Friday:

- In laymen's terms, how would you describe executive functioning to a parent?
- How may deficits in executive functioning impact learning? Provide a real world practical example.
- Considering the technology world that we live, how can technology support deficits in executive functioning? How can technology be a hindrance to executive functioning? Be detailed and specific in your explanation.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: CEFI® Findings	4.1, 4.2, 4.3, 4.4, 4.5
<p>Administer the CEFI® to the student, parent or teacher you identified from Week 3.</p> <p>Write a narrative report, using the template provided, that summarizes your finding.</p> <p>Include the following in your report:</p> <ul style="list-style-type: none"> • Additional information that would be helpful to know about the student. • Probability of the student having inattention issues that significantly impact their learning. • Recommendations that you would make to improve the noted areas of concern: <ul style="list-style-type: none"> ○ Classroom ○ Social Settings ○ Home <p>Submit your narrative report as a Word document and the score report generated by the CEFI® software by Sunday.</p>	

[Week 5: Attention Deficit Hyperactivity Disorder \(ADHD\) & Other Health Impairment \(OHI\)](#)

Learning Objectives

5.38 Determine disabling conditions to be eligible under OHI.	CLO1, CLO2, CLO3
5.39 Identify other medication condition that meet criteria for OHI.	CLO1, CLO4
5.40 Compare the DSM-IV and the Education Code criteria for ADHD.	CLO1, CLO4
5.41 Compare the eligibility criteria for OHI and SLD.	CLO1, CLO4
5.42 Analyze data collected through ratings scales, additional subtests and observations.	CLO3

Activities and Resources

Readings	5.1, 5.2, 5.3, 5.4, 5.5
<p><i>Essentials of ADHD Assessment for Children and Adolescents</i></p> <p>Ch. 4: Components of ADHD Assessment Ch. 5: Putting it All Together: Integrating Findings and Drawing Conclusions</p>	
<p><i>Contemporary Intellectual Assessment</i></p> <p>Ch. 28: Cognitive and Neuropsychological Assessment of Attention-Deficit/Hyperactivity Disorder</p>	
<p><i>Essentials of Intellectual Disability Assessment and Identification</i></p> <p>Review the following:</p> <ul style="list-style-type: none"> • Ch. 1: History of Intellectual Disability • Ch. 2: Prevalence, Causes, Issues, and Comorbid Disorders • Ch. 3: Current Intellectual Disability Diagnostic and Federal Education Criteria 	

Preparation: MHS® Assessments	N/A
<p>Identify a student, parent or teacher to whom you can administer the CBRS®.</p> <p>Schedule a time to administer the CBRS® before the end of Week 5.</p>	

Assignments

Discussion: Establishing Rapport	5.3
<p>Review Table 28.1 in Ch. 28 of <i>Contemporary Intellectual Assessment</i>.</p>	

Respond to the following prompt in the Establishing Rapport discussion forum by Wednesday: How would you explain, in laymen’s terms, the circuit dysfunction that occurs in students with ADHD?

Note. Being able to explain complex and abstract terms, ideas and data points is instrumental to establishing and maintaining professional rapport with students, families and colleagues. You want to be relatable and engage them in the discussion of your findings and not talk at them.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Conners 3® Findings

5.1, 5.2, 5.3, 5.4, 5.5

Administer the Conners 3® to the student, parent or teacher you identified from Week 3.

Write a narrative report, using the template provided, that summarizes your finding.

Include the following in your report:

- Additional information that would be helpful to know about the student.
- Probability of the student meeting criteria for ADHD.
- Anxiety and depression screeners embedded in the rating scale.
- Impact of issues notes on the students’ home, social and academic functioning.
- Recommendations that you would make to improve the noted areas of concern:
 - Classroom
 - Social Settings
 - Home

Submit your narrative report as a Word document and the score report generated by the Conners 3® software by Sunday.

Week 6: ADHD & OHI, Introduction to Emotional Disturbance, Residency

Learning Objectives

6.44 Determine appropriate recommendations and accommodations for students who qualify under OHI due to ADHD.	CLO4
6.45 Compare the eligibility conditions for emotional disturbance and a diagnosis of a mental health disorder.	CLO1, CLO2, CLO4
6.46 Analyze cultural and ethical concerns related to an emotional disturbance identification.	CLO1, CLO2

Activities and Resources

Readings	6.1, 6.2, 6.3
<p><i>Essentials of Behavioral Assessment</i></p> <p>Read Ch. 1: Approaches to Standardized Behavioral Assessment</p> <p>Review Ch. 2: Merits of the Inventories</p>	
<p><i>California Education Code</i></p> <p>Emotional Disturbance</p>	
<p><i>Alliant Library</i></p> <p>Sullivan, A. L., Sadeh, S. S., & Hitchcock, J. (2014). Differentiating Social Maladjustment From Emotional Disturbance: An Analysis of Case Law. <i>School Psychology Review</i>, 43(4), 450-471.</p>	
<p><i>Online Resource</i></p> <p>Riverside County Special Education Local Plan Area (SELPA): Assessment, Identification and Educational Planning for Students with Emotional Disturbance</p>	

Assignments

Discussion: ADHD	6.1
<p>Review the sample ADHD evaluation report on pp. 233-244 of <i>Essentials of ADHD assessment for children and adolescents</i>.</p> <p>Respond to the following prompts in the ADHD discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Which one of the accommodations and interventions, noted at the end of the report, resonated with you? Why?• Why is this intervention appropriate for students with ADHD?• What ADHD related symptom would the implementation of the accommodation or intervention that you identified alleviate?• How would this intervention improve the student's learning experience? <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	
Discussion: Mental Illness	6.2
<p>Respond to the following prompts in the Mental Illness discussion forum by Friday:</p> <ul style="list-style-type: none">• Does a student with a diagnosed mental illness automatically qualify for an IEP? Why or why not? Explain your answer. Consider using a specific diagnosed mental health condition to support and illustrate your response.• What supports and services might a student with diagnosed mental illness need?• What information might be useful for the staff members working with the student to know? <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

Assignment: CBRS® Findings	6.3
<p>Administer the CBRS® to the student, parent or teacher you identified from Week X.</p> <p>Write a narrative report that summarizes your finding.</p> <p>Include the following in your report:</p> <ul style="list-style-type: none"> • Additional information that would be helpful to know about the student. • Probability of the student meeting criteria to receive services due to their emotionality. • Impact of issues notes on the students’ home, social and academic functioning. • Recommendations that you would make to improve the noted areas of concern: <ul style="list-style-type: none"> ○ Classroom ○ Social Settings ○ Home <p>Submit your narrative report as a Word document and the score report generated by the CBRS® software by Sunday.</p>	

Week 7: Emotional Disturbance

Learning Objectives

7.34 Analyze data collected through ratings scales, interviews and observations.	CLO1, CLO3
7.35 Determine the appropriate use of standardized assessment measures and projective assessment measures.	CLO3
7.36 Identify best practices for collaborating with outside agencies and therapists to incorporate outside mental health evaluations in school based supports.	CLO1, CLO4
7.37 Recommend appropriate supports, accommodations, IEP goals and target behaviors for BSPs.	CLO2, CLO4

Activities and Resources

Readings	7.1, 7.2, 7.3, 7.4
<p><i>Essentials of Behavioral Assessment</i></p> <ul style="list-style-type: none">• Ch. 3: The Behavior Assessment System for Children• Ch. 4: The Child Behavior Checklist and Related Instruments• Ch. 5: Conners' Rating Scales–Revised• Ch. 6: Classroom Observations	

Assignments

Discussion: Collaboration	7.3
<p>Respond to the following prompts in the Collaboration discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Ask your site supervisor – what is the district's stance on providing parents referrals to outside agencies? To individual private providers?• What are the benefits of collaborating with outside agencies?• What are some of the potential drawbacks? <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

Assignment: Ed Psych Report	7.1, 7.2, 7.4
<p>Complete the items and instructions highlighted in yellow on the Ed Psych Report Case Study document.</p> <p>Submit the completed report by Sunday.</p>	

Week 8: Final Exam

Learning Objectives

8.32 Evaluate your knowledge of atypical populations and the assessments used to identify the conditions.	COURSE
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Activities and Resources

Readings	8.1
Review the following: <ul style="list-style-type: none">• All assigned textbook readings.• MHS assessments, your interpretation, and instructor feedback.	

Assignments

Assignment: Final Exam	8.1
Complete the Final Exam.	

PPS65700: Individual Counseling

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze conceptual foundations, principles, counseling skills and strategies of various interventions used by School based Mental Health professionals.	Leadership Dedication	1, 2, 5	21, 22, 25, 29,	21, 22, 25, 29	Quiz Presentation
CLO2: Interpret the basic principles of case formulation, evaluation, and treatment.	Leadership Application	4, 5	25	25	Presentation
CLO3: Analyze evidence based practice and brief behavioral assessments to evaluate treatment outcome.	Application Dedication	4	25	25	Presentation
CLO4: Determine effective methods and approaches to work in collaboration with multidisciplinary teams.	Leadership Engagement	14	27	27	Quiz
CLO5: Explain the relevance of socio cultural competence and working in a multi-cultural community within school systems.	Leadership Application Dedication	6, 13, 14	27, 28	27, 28	Presentation
CLO6: Identify current legal and ethical considerations as a practitioner.	Leadership Dedication	6	25	25	Presentation

Week 1: Basic Elements of Individual Counseling

Learning Objectives

1.51 Define elements of the counselor and client relationship.	CLO1, CLO2, CLO6
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1.52	Identify the typical needs for counseling in schools.	CLO1, CLO5, CLO6
1.53	Identify the limitations of working in a school setting.	CLO1, CLO5, CLO6
1.54	Analyze the importance of confidentiality.	CLO1, CLO6

Activities and Resources

Readings	1.1, 1.2, 1.3, 1.4
<i>Lost and Found</i>	
<ul style="list-style-type: none"> • Introduction • Ch. 1: A Painful Misunderstanding-Sonia and Denise 	
<i>School Psychologist as Counselor</i>	
Ch. 1: The Counseling Role in School Psychology	

Preparation	N/A
Review the Syllabus and course expectations.	

Discussion: Introductions	N/A
Respond to the following prompts in the Introductions discussion forum by Wednesday:	
<ul style="list-style-type: none"> • Introduce yourself to the class and include the following information: <ul style="list-style-type: none"> ○ Your program studies ○ Professional interests 	

- Your hobbies
- What are your expectations for this course?

Reply to two classmate’s posts by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Assignments

Discussion: Challenges Children Face

1.2, 1.3

Respond to the following prompts in the Introductions discussion forum by Friday:

- What are some typical issues or challenges a child may face across the age span?
- What specific issue would a child at the primary school grade level face?
- What specific issue would a child at the secondary school grade level face?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Assignment: The Case of Sonia and Denise

1.1,1.3, 1.4

Write a two-to three-paragraph reflection regarding the case of Sonia and Denise from your readings this week.

Identify some ways in which the counselor helped to create trust and respect confidentiality.

Submit your reflection by Sunday as a Word document.

Week 2: Qualities & Markers of Effective Counselors

Learning Objectives

2.46	Analyze the importance of self-awareness as a counselor.	CLO1, CLO5
2.47	Define transference and counter transference.	CLO1, CLO6
2.48	Analyze the importance of boundaries in counseling.	CLO1, CLO2, CLO5, CLO6
2.49	Analyze elements of evidence-based practice.	CLO1, CLO2, CLO3

Activities and Resources

Readings	2.1, 2.2, 2.3, 2.4
Lost and Found	
Ch. 2: Han Tackles the Bully	
A Comprehensive Guide to Child Psychotherapy and Counseling	
Ch. 1: Markers of Effective Child Clinicians	
Online Resources	
<ul style="list-style-type: none"> • Baker, S. B. (2012). A new view of evidence-based practice. <i>Counseling Today</i>: American Counseling Association. • Transference from GoodTherapy.org • Countertransference from GoodTherapy.org • Boundaries from GoodTherapy.org 	

Preparation: Residency	2.4
<p>Review the Baker article from your readings this week.</p> <p>Write down any questions or comments you have about the article and bring them to your residency day for discussion.</p> <p>Read Ch. 4 Techniques for Systems Consultation of <i>School Psychologist as Counselor</i> and Ch. 6 of <i>A Comprehensive Guide to Child Psychotherapy and Counseling</i> in preparation for your residency day.</p>	

Assignments

Discussion: Positive Personal Traits	2.1, 2.2, 2.3
<p>Review the Summary of Positive Personal Traits of Child Clinicians in Ch. 1 of <i>A Comprehensive Guide to Child Psychotherapy and Counseling</i>.</p> <p>Respond to the following prompts in the Positive Personal Traits discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Identify one of the Positive Personal Traits listed on page 6 that you think is important.• Why do you think that this chosen trait is important?• Which trait or traits listed do you find surprising? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	
Discussion: Transference and Counter Transference	2.2, 2.3
<p>Review the transference and counter transference links from your readings this week.</p> <p>Respond to the following prompts in the Transference and Counter Transference discussion forum by Friday:</p> <ul style="list-style-type: none">• Why do you think that it is important for counselors to be aware of transference dynamics when they are doing counseling?• How might cultural issues affect counter transference and boundaries?• How does monitoring counter transference and using evidence-based practices help to create safety and trust? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	
Discussion: Week 2 in Review	N/A
<p>Respond to the following prompts in the Week 2 in Review discussion forum by Saturday:</p>	

- What aspects of the course this week were most interesting?
- What aspects were most challenging?

Note. This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Assignment: Sonia and Denise and Han Tackles the Bully

2.1, 2.2, 2.4

Review the case scenarios of Sonia and Denise, and Han tackles the Bully.

Write a two-to three-paragraph reflection regarding the case of Sonia and Denise, and Han tackles the Bully from your readings this week.

- How did the counselor handle the case of Han in terms of creating safety and trust?
- In both the Sonia and Denise, and Han situations, what did you notice about the counselor’s behaviors and actions in terms of her approach, technique, word usage, etc?
- What might you do differently if you were the counselor?
- Besides anger, what other emotions were Sonia and Denise demonstrating?
- In both situations, Denise and Sonia, and Han, how do you feel the counselor handled their anger?
- What is your comfort level working with conflict and anger?

Submit your reflection by Sunday as a Word document.

[Week 3: Practice Listening & Interviewing Skills as a Counselor](#)

Learning Objectives

3.47 Apply elements of active listening through role play.

CLO1, CLO2, CLO4, CLO5, CLO6

3.48 Define the elements of an Intake Interview.

CLO1, CLO2, CLO4, CLO5, CLO6

3.49 Determine student issues to create goals.	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
3.50 Analyze the basic operational elements of a goal.	CLO1, CLO2, CLO3

[Activities and Resources](#)

Readings	3.1, 3.2, 3.3, 3.4
Review the Week 1 and Week 2 readings as needed to prepare for the residency this week.	

[Assignments](#)

Assignment: Your Qualities as a Counselor	N/A
<p>This assignment is in part an ongoing self-assessment.</p> <p>Write a one-to two-page reflection of your qualities as a counselor taken from Ch. 1 of <i>A Comprehensive Guide to Child Psychotherapy and Counseling</i>.</p> <p>Identify the following in your reflection:</p> <ul style="list-style-type: none"> • Three qualities you feel you possess as a counselor. • Three qualities you want to cultivate or improve. <p>Submit your reflection as a Word document by Sunday.</p>	

Assignment: Residency Reflection	3.1, 3.2, 3.3, 3.4
<p>The Residency day was your day to practice, and ‘experience’ some of the skills, techniques, and core elements of being a Counselor.</p> <p>Write a one-to two-sentence response to each of the following prompts:</p>	

- What was the most helpful activity for you today, and why? Note. Some of the activities conducted during your residency included active listening, live discussions, role playing, case conceptualization-identifying needs and goals.
- Why is active listening an important skill for counselors?
- How might a 'doing less' and 'allowing more' approach to individual counseling be helpful?

Submit your reflection as a Word document by Sunday.

Week 4: Developmental Theory

Learning Objectives

4.49	Explain the most popular Developmental theories.	CLO 2
4.50	Explain developmental assets and Resiliency theories.	CLO 2
4.51	Identify cultural contexts and background.	CLO 5

Activities and Resources

Readings	4.1, 4.2, 4.3
<i>A Comprehensive Guide to Child Psychotherapy and Counseling</i>	
Ch. 3: A Developmental Context for Child Therapy and Counseling	
<i>Online Resources</i>	
<ul style="list-style-type: none"> • Attachment Issues from GoodTherapy.org • Developmental Assets: Preparing Young People for Success from Search Institute • The 7 Cs: The Essential Building Blocks of Resilience from Fostering Resilience 	

Assignments

Discussion: Cultural & Developmental Expectations	4.1, 4.2, 4.3
Review Table 2.1 in Ch. 2 of <i>A Comprehensive Guide to Child Psychotherapy and Counseling</i> .	
Respond to the following prompts in the Cultural & Developmental Expectations discussion forum by Wednesday:	
<ul style="list-style-type: none">• Identify one or two of these characteristics and share why you think that the characteristic helps in being culturally sensitive.• Identify possible cultural and developmental expectations that might exist for Han, in Han and the Bully. Reference the readings and website information provided this week.• How would the situation be handled differently if Han was 7 years old?	
Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.	
Discussion: Developmental Assets	4.2
Review the Developmental Assets: Preparing Young People for Success website from the Search Institute.	
Respond to the following prompts in the Developmental Assets discussion forum by Friday:	
<ul style="list-style-type: none">• Give an example of how one asset might look depending on the child’s age and background.• How does understanding developmental assets help you to address students’ challenges?• How does attachment theory help you in your work in schools?	
Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.	
Discussion: Week 4 in Review	N/A
Respond to the following prompts in the Week 4 in Review discussion forum by Saturday:	
<ul style="list-style-type: none">• What concepts or ideas caught your attention this week?	

- what are you doing for self-care this week?

Note. This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Assignment: Resilience

4.2

Review The 7 Cs: The Essential Building Blocks of Resilience website from Fostering Resilience.

Write a one-to two-sentence response to the following prompt: What ideas or concepts stand out for you after reviewing the site?

Submit your response as a Word document by Sunday.

Week 5: Theoretical Approaches

Learning Objectives

5.43 Identify the elements of long term and short-term counseling.

CLO1, CLO 2, CLO 3

5.44 Determine the most appropriate modalities for your client.

CLO1, CLO 2, CLO 3

5.45 Explain cognitive behavioral therapy approaches.

CLO1, CLO 2, CLO 3

5.46 Explain psycho dynamic theories.

CLO1, CLO 2, CLO 3

5.47 Explain experiential approaches in counseling.

CLO1, CLO 2, CLO 3

Activities and Resources

Readings	5.1, 5.2, 5.3, 5.4, 5.5
<p><i>School Psychologist as Counselor</i></p> <ul style="list-style-type: none">• Ch. 6: Nondirective Approaches• Ch. 7: Mindfulness• Ch. 8: Directive Approaches• Ch. 3: Cognitive-Behavioral and Related Approaches• Ch. 4: Choice Theory and Reality Therapy• Ch. 5: Play-Based and Sandtray Approaches	
<p><i>Online Resource</i></p> <p>Grohol, J. (2016). 15 Common Defense Mechanisms. <i>Psych Central</i>.</p>	
<p><i>Video</i></p> <p>View the “Play is more than just fun” by Stuart Brown filmed at TED Serious Play 2008.</p>	

Assignments

Discussion: Typical Issues	5.2
<p>Summarizing thus far, we have reviewed what is considered, typical development, typical challenges, and some crises that children face, such as stress around academic performance, self-esteem, conflicts, bullying, loss, and more.</p> <p>Respond to the following prompt in the Typical Issues discussion forum by Wednesday: In reading about the different theoretical approaches, which approach do you tend to favor in addressing some of these typical issues? Why?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	

Discussion: Play	5.4, 5.5
Respond to the following prompts in the Play discussion forum by Friday: <ul style="list-style-type: none">• After reading Ch. 6 and viewing the TedTalk by Stuart Brown, in what ways do you include play in your present life?• Why do you feel that play is helpful? Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.	
Discussion: Week 5 in Review	N/A
Respond to the following prompts in the Week 5 in Review discussion forum by Saturday: <ul style="list-style-type: none">• What concepts or ideas caught your attention this week?• what are you doing for self-care this week? Note. This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates. Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.	
Assignment: Quiz	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 5.2, 5.4, 5.5
Complete the quiz on material presented thus far, including this week’s material on Cognitive, Behavior therapy, Psychodynamic therapy, and common defense mechanisms.	

[Week 6: Addressing More Complex Issues](#)

Learning Objectives

6.47 Analyze typical crisis interventions in school-based counseling.	CLO1, CLO2, CLO4, CLO6
6.48 Identify the essential elements in assessing self-harm.	CLO1, CLO2, CLO4, CLO6
6.49 Identify the essential elements in addressing reported abuse.	CLO1, CLO2, CLO4, CLO6
6.50 Analyze the limits of your training, skill, and scope of practice as a School Counselor.	CLO1, CLO6

Activities and Resources

Readings	6.1, 6.2, 6.3, 6.4
<p><i>School Psychologist as Counselor</i></p> <p>Ch. 9 Therapeutic Responses to Trauma, Loss, and Crisis</p>	
<p><i>Online Resources</i></p> <ul style="list-style-type: none"> • Youth Suicide Warning Signs • Diagnostic and Statistical Manual (DSM) from GoodTherapy.org 	

Assignments

Discussion: Lost and Found	6.1, 6.3, 6.4
<p>Review the case of Camile in <i>Lost and Found</i>.</p> <p>Respond to the following prompts in the Lost and Found discussion forum by Wednesday: How do you think the Counselor handled the situation overall? Provide rationale for your response.</p>	

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Discussion: Addressing Complex Issues

6.2

Respond to the following prompts in the Addressing Complex Issues discussion forum by Friday: Identify one challenging aspect of addressing issues such as self-harm, crisis, and trauma.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Discussion: Week 6 in Review

N/A

Respond to the following prompts in the Week 6 in Review discussion forum by Saturday:

- What aspects of the course this week were most interesting?
- What aspects were most challenging?
- What are you doing for self-care this week?

Note. This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Assignment: CPS Laws

6.3,6.4

Review current CPS laws in your state.

Write a one-to two-paragraph reflection on one particular challenge that you might face regarding these mandates.

Include the phone, address, and procedures of your local community CPS contact.

Week 7: Working Collaboratively as a Counselor

Learning Objectives

7.38 Identify the key elements, including legal and ethical issues, of communicating with families.	CLO1, CLO5, CLO6
7.39 Identify the key elements, including legal and ethical issues, of working collaboratively with school staff and other professionals.	CLO1, CLO5, CLO6
7.40 Analyze the key elements of working with others outside of your culture.	CLO1, CLO5, CLO6
7.41 Determine the limits of confidentiality.	CLO6

Activities and Resources

Readings	7.1, 7.2, 7.3, 7.4
<p><i>School Psychologist as Counselor</i></p> <ul style="list-style-type: none"> • Ch. 3: Counseling Within Multitiered Systems of Support • Ch. 4: Techniques for Systems Consultation • Ch. 5: Family Intervention • Ch. 8: Working with Teams and Systems • Ch. 9: The Consultation Role • Ch. 11: Family System Issues 	

Assignments

Discussion: Working Collaboratively	7.1, 7.2, 7.4
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Reflect on the role of a School Counselor.

Respond to the following prompts in the Working Collaboratively discussion forum by Wednesday:

- Identify some mandates that exist to protect confidentiality when working with minors.
- How can working collaboratively with other professionals when working with high risk youth be beneficial?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Discussion: Special Family Issues

7.3

Select one of the following Special Family Issues from Ch. 5 of *School Psychologist as Counselor*:

- Military Deployment
- Divorce
- Blended Families
- Adoption
- Death of a Family Member
- Addiction
- Other Family Issues

Respond to the following prompts in the Special Family Issues discussion forum by Friday:

- How might these issues affect students? and
- How can a school psychologist address the issues through counseling?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Discussion: Week 7 in Review

N/A

Respond to the following prompts in the Week 7 in Review discussion forum by Saturday:

- What concepts or ideas caught your attention this week?
- what are you doing for self-care this week?

Note. This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Assignment: Explaining CPS Mandates

7.1, 7.2, 7.3, 7.4

Choose one ethnic or cultural group with which are familiar.

Write a one-to two-paragraph response on how you might explain CPS mandates to a parent from your selected group.

Note. For example, if you chose to focus on addressing a family from Cuba, how would you explain the CPS mandates to them, while keeping in mind their background and cultural beliefs?

Identify any help you would need to do this.

Note. This assignment could also be done by identifying another classmate, and role playing, then creating a joint summary statement.

Submit your response as a Word document by Sunday.

Assignment: Presentation

5.2, 7.2

Create a 10-to 15-minute presentation with audio narration for other workplace professionals on one of the following topics:

- Nondirective counseling approaches, including Sandplay and Sandtray Therapy and their benefits.

- Mindfulness and its benefits
- Directive Approaches such as Cognitive Behavioral Approaches, Rational Emotive Behavior Therapy, Dialectical Behavior Therapy, Choice Theory and Reality Therapy, and others and their benefits
- Techniques and challenges of counseling students on the Autistic Spectrum
- Childhood disorders as defined in the DSM V

Utilize PowerPoint, Prezi, Haiku Deck or other tool to create your presentation.

Note. You may work in teams to create your presentation. Each team member will need to submit the presentation to Canvas.

Submit a link to your presentation by Sunday.

Note. Do not upload your presentation to Canvas. Upload it to a cloud server such as OneDrive or Google Drive and share the item.

[Week 8: Key Elements of Setting up Your Practice in a School Setting](#)

Learning Objectives

8.33 Interpret the limits of confidentiality	CLO1, CLO6
8.34 Determine current record keeping practices that meet professional and legal and ethical standards	CLO1, CLO6
8.35 Determining appropriate materials and set up for your school setting	CLO1, CLO5

Activities and Resources

Readings	8.1, 8.2, 8.3
<i>School Psychologist as Counselor</i>	
<ul style="list-style-type: none"> • Ch. 2: The Counseling Process • Ch. 4: Techniques for Systems Consultation 	

A Comprehensive Guide to Child Psychotherapy and Counseling

- Ch. 4: Environments and Materials for Child Therapy and Counseling
- Ch. 14: Creating Thoughtful Endings

Online Resource

Stone, C. (2014). [Informed Consent: Is it Attainable With Students in Schools?](#). *School Counselor*. ASCA.

Assignments

Discussion: Dream Office Setting

8.1, 8.3

Respond to the following prompts in the Dream Office Setting discussion forum by Wednesday:

- Design the ideal counseling office: What would it look like?
- What might be some typical challenges of working at a school?
- How would you address any confidentiality in the school setting, including record keeping?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Discussion: Professional Relationships

8.1, 8.2

Respond to the following prompts in the Professional Relationships discussion forum by Wednesday:

- How would you address confidentiality and a professional work arrangement with the community and outside agencies?
- What three agencies would it be beneficial to have a relationship with as a Counselor?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.

Discussion: Week 8 in Review	N/A
<p>Respond to the following prompts in the Week 8 in Review discussion forum by Saturday:</p> <ul style="list-style-type: none">• What concepts or ideas caught your attention this week?• what are you doing for self-care this week? <p>Note. This is a nongraded forum, but it is your opportunity to get clarification and help or provide clarification and help to your classmates.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to a post that has not yet received feedback from a classmate.</p>	

[Bibliography](#)

53. Baker, S. B. (2012). A new view of evidence-based practice. *Counseling Today*. American Counseling Association. Retrieved from <http://ct.counseling.org/2012/12/a-new-view-of-evidence-based-practice/>.
54. Grohol, J. (2016). 15 Common Defense Mechanisms. *Psych Central*. Retrieved from <https://psychcentral.com/lib/15-common-defense-mechanisms/>.
55. Stone, C. (2014). Informed Consent: Is it Attainable With Students in Schools?. *School Counselor*. ASCA. Retrieved from <https://www.schoolcounselor.org/magazine/blogs/september-october-2014/informed-consent-is-it-attainable-with-students-i>.

PPS60220: School Safety, Violence Prevention, Crisis Intervention

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Interpret the potential effects of trauma exposure and the necessity of intervention at multiple levels.	Engagement, Application	1, 2, 3 & 11	II-A-19 & III-32	I-17	In-Service on At-Risk-Youth
CLO2: Interpret various crisis prevention, intervention and recovery models.	Engagement, Application	1, 4, 9 & 13	II-C-25, 26, 27, 28 & 29	I-18, I-19 & III-27	Comprehensive School Site Review
CLO3: Analyze the critical skills necessary to meet the mental and behavioral health needs of students before, during and after a school associated crisis event.	Engagement, Application	10, 14 & 15	II-A-21 II-C-25, 26, 27, 28 & 29	II-21 & 21	In-Service on At-Risk-Youth
CLO4: Evaluate the effectiveness of various prevention and preparation models from a school based to community based intervention perspective.	Engagement, Application	3, 4, 5, 7, 9, 10 & 12	II-C-25, 26, 27, 28 & 29 III-32	I-18, II-23 & III-27	Comprehensive School Site Review

Week 1: Introduction to School Safety, Violence Prevention, Crisis Intervention

Learning Objectives

1.55 Explain the historical perspective of school violence from a social, cultural, and psychological viewpoint.	CLO1, CLO2
1.56 Determine the role of the school psychologist in meeting school mental and behavioral health needs.	CLO2, CLO3

1.57 Explain the impact of early childhood trauma.	CLO1
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Activities and Resources

Readings	1.1, 1.2, 1.3
<i>Nobody Left to Hate</i>	
Read the entire book.	
<i>School Crisis Prevention and Intervention</i>	
Ch. 1: Background Knowledge	
<i>You Tube</i>	
View <i>one</i> the following:	
<ul style="list-style-type: none">• “Zero Hour The Massacre at Columbine High 2004 Full Documentary” [46:52]• “The Final Report - Columbine Massacre - 2007 - Full Documentary” [45:53]	

Activity: Course Review	N/A
Download the course syllabus from the Syllabus page.	
Read the course syllabus. Carefully read the assignments due each week.	
Consider which at-risk population you would like to research.	
Respond to the following prompt in the Course Review discussion forum by Wednesday: What is your plan for successfully completing the course?	

Note. You do not have to respond to your classmate’s posts but feel free to comment to each other.

Preparation: School Psychologist or School Counselor Interview

N/A

Locate a School Psychologist or School Counselor to interview for the School Interview assignment due in Week 2.

Review assignment details on the Week 2 assignment overview page.

Course Projects

N/A

Comprehensive School Site Review

Evaluate a school site to ensure they are meeting components of the NASP PREPaRE model and the Multi-Tier System of Supports (MTSS) framework for school security and safety. You will complete various components throughout the course:

- Week 1: Part 1–Personal Statement
- Week 2: Part 2–School Psychologist Interview
- Week 4: Part 3–School Site Evaluation
- Week 6: Part 4–Comprehensive Personal Reflection
- Week 7: Part 5–Recommendations

Locate a site for you to conduct your evaluation. Consider using the same site you are using for your practicum.

In-Service on At-Risk-Youth

Create an in-service presentation on a group of at-risk youth based on information collected from the Research Article Review assignments. You will share your presentation during Week 8 with your classmates.

Review complete assignment directions in Week 8.

Begin working on your presentation by thinking about a group of at-risk youth of interest to you. These students could be any one of an unlimited number of students on campus who would be more susceptible to being at risk than their *typical* peers.

Assignments

Discussion: Childhood Trauma	1.1, 1.2, 1.3
<p>Respond to the following prompts about the book <i>Nobody Left to Hate</i> in the Childhood Trauma discussion forum by Friday:</p> <ul style="list-style-type: none">• What resonated with you from the book?• What are some of the key learnings and questions you took away from the reading?• What are some initial steps you would take to evaluate a school in terms of the initiatives and systems they have in place to address the preventative measures for a positive school climate?• In your opinion, do you feel schools are doing a better job proactively intervening with students to prevent another Columbine from happening? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: Aronson Paper	1.1, 1.2, 1.3
<p>Write a reflective summary of the book <i>Nobody Left to Hate</i> that addresses the following questions:</p> <ul style="list-style-type: none">• What are the two types of blaming?• What are the two classes of interventions? What are key factors in addressing school violence?• What resonated with you from the book?• What are some of the key learnings and questions you took away from the reading?• What are some initial steps you would take to evaluate a school in terms of the initiatives and systems they have in place to address the preventative measures for a positive school climate? <p>Format your reflection consistent with APA guidelines.</p> <p>Submit your reflection as a Word document by Sunday.</p>	
Assignment: Comprehensive School Site Review–Part 1: Personal Statement	1.2

Write a one-to two-page description of your current level of training and experience in the areas of crisis, prevention and intervention.

Note. This may be extensive resulting in more than a two-page response, or it may be nothing in which you would have a shorter response. Think outside of the box, it does not have to be formal training. Grading is based on the depth of your response and the information revealed, not purely on the length of your response.

Consider those experiences which may make you capable as a school psychologist directly involved with the preparation and response to traumatic events.

Format your paper consistent with APA guidelines.

Submit your description as a Word document by Sunday.

[Week 2: The PREPaRE Model](#)

Learning Objectives

2.50	Explain the importance of physical and psychological safety within schools.	CLO1
2.51	Determine the components of a comprehensive safety team.	CLO2, CLO4

Activities and Resources

Readings	2.1, 2.2
<i>School Crisis Prevention and Intervention</i>	
<ul style="list-style-type: none">• Ch. 2: School Crisis Prevention and Preparedness Models• Ch. 3: School Crisis Prevention: Ensuring Physical Safety• Ch. 4: School Crisis Prevention: Ensuring Psychological Safety• Ch. 5: School Safety Teams	

Assignments

Discussion: Physical & Psychological Safety	2.1
<p>Respond to the following prompts about the PREPaRE model in the Physical & Psychological Safety discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What obstacles have schools experienced in terms of crisis preparedness? How does the PREPaRE model address those obstacles?• Compare the physical safety responses after a traumatic event presented in <i>Nobody Left to Hate</i> to the guidelines presented in Ch. 3 of <i>School Crisis Prevention and Intervention</i>.• How do you view the risk assessment intervention or action presented in Ch. 4 of <i>School Crisis Prevention and Intervention</i> within the intervention process?• How do you see your role as a school psychologist within the world of public education? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: Comprehensive School Site Review–Part 2: School Psychologist Interview	2.2
<p>Interview a School Psychologist or School Counselor to learn of their training and experience.</p> <p>Identify the following during your interview:</p> <ul style="list-style-type: none">• Role with crisis response and management• Supports and services provided to prevent and intervene in crisis management• Postvention efforts in crisis management <p>Note. If the individual has little to no training in crisis response and management, speak about that. Inquire about their lack of preparedness training, how they have tried to overcome obstacles to training, and if they have recommendations if you experience a similar situation.</p> <p>Write a two-to four-page summary of what you learned from the interview. Grading is based on the depth of your response and the information revealed, not purely on the length of your response.</p>	

Format your summary consistent with APA guidelines.

Submit your summary as a Word document by Sunday.

Assignment: Research Article Review #1

CLO3

Conduct research to locate a journal article or online resource on your chosen group of at-risk youth.

Note. You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.

Utilize the [Alliant Library](#) or other scholarly source to conduct your research for the peer reviewed journals.

Write a one page summary of the article. Consider the following as you write your summary:

- What is the purpose or scope of the article?
- What new ideas or information were communicated in the article?
- What are your impressions?

Format your summary consistent with APA guidelines with a citation of your source.

Submit your summary as a Word document by Sunday.

Week 3: School Safety Planning & Training

Learning Objectives

3.51 Identify the characteristics of a comprehensive safety team.

CLO1, CLO4

3.52 Determine the components of a school crisis response team.

CLO1, CLO4

3.53 Evaluate school crisis response preparedness of different student populations through the PREPaRE model.	CLO2, CLO3
3.54 Explain the focus of functional annexes in a crisis response team.	CLO2, CLO3

Activities and Resources

Readings	3.1, 3.2, 3.3, 3.4
<p><i>School Crisis Prevention and Intervention</i></p> <ul style="list-style-type: none"> • Ch. 6: School Safety Planning and Training • Ch. 7: School Crisis Response Teams • Ch. 8: School Crisis Response Preparedness: The Basic Emergency Operations Plan • Ch. 9: School Crisis Response Preparedness: Functional and Threat- and Hazard-Specific Annexes 	

Preparation: In-Service on At-Risk-Youth	CLO1, CLO3
<p>Continue working on your presentation by researching the group of at-risk youth you identified in Week 1.</p> <p>Review complete assignment directions in Week 8.</p>	

Assignments

Discussion: Planning & Training	3.1, 3.2, 3.3, 3.4
<p>This week, we will wrap-up the discussion on Prevention and Preparation under the PREPaRE Model.</p> <p>Respond to the following prompts in the Planning & Training discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • What are some of the key learnings and questions you took away from the reading? • What steps have you observed schools taking to prevent and prepare? • What do you understand as the ultimate goal of the PREPaRE Model? 	

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Research Article Review #2

CLO3

Conduct research to locate a journal article or online resource on your chosen group of at-risk youth.

Note. You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.

Utilize the [Alliant Library](#) or other scholarly source to conduct your research for the peer reviewed journals.

Write a one page summary of the article. Consider the following as you write your summary:

- What is the purpose or scope of the article?
- What new ideas or information were communicated in the article?
- What are your impressions?

Format your summary consistent with APA guidelines with a citation of your source.

Submit your summary as a Word document by Sunday.

[Week 4: Prevent & Reaffirm](#)

Learning Objectives

4.52 Summarize preventative school interventions.

CLO4

4.53 Determine appropriate developmental responses and interventions.	CLO1, CLO2
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Activities and Resources

Readings	4.1, 4.2
<i>School Crisis Prevention and Intervention</i>	
<ul style="list-style-type: none">• Ch. 10: School Safety Planning and Training• Ch. 11: School Crisis Response Teams• Ch. 12: School Crisis Response Preparedness: The Basic Emergency Operations Plan	

Assignments

Discussion: Resiliency	4.1, 4.2
Consider your readings this week about the necessity of the reaffirmation process only to the extent that psychological trauma is not prevented.	
Respond to the following prompts in the Resiliency discussion forum by Wednesday:	
<ul style="list-style-type: none">• What are some preventative factors in the lives of students that can limit or decrease the likelihood of a student becoming psychologically victimized?• What role does resiliency play? Relate your response to your own resiliency, or limit of.• Compare the resilient group to the vulnerable group. What adaptive coping strategy would you utilize for that at-risk group?	
Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

Assignment: Research Article Review #3	CLO3
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Conduct research to locate a journal article or online resource on your chosen group of at-risk youth.

Note. You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.

Utilize the [Alliant Library](#) or other scholarly source to conduct your research for the peer reviewed journals.

Write a one page summary of the article. Consider the following as you write your summary:

- What is the purpose or scope of the article?
- What new ideas or information were communicated in the article?
- What are your impressions?

Format your summary consistent with APA guidelines with a citation of your source.

Submit your summary as a Word document by Sunday.

Assignment: Comprehensive School Site Review–Part 3: School Site Evaluation

CLO2, CLO4

Write an 8-to 10-page evaluation of the continuum of prevention and intervention services provided by a specific school site and LCAP requirements.

Utilize information available online as well as professionals at the district site appropriately.

Include an in-depth review of the following in your evaluation:

- The school site demographics such as ethnicity and socioeconomic status (SES)
- Programs and special populations
- LCAP areas of focus
- Data and progress monitoring systems
- Crisis readiness and preparedness
- Prevention efforts
- Crisis response plans

Format your summary consistent with APA guidelines.

Submit your evaluation as a Word document by Sunday.

Week 5: Evaluate

Learning Objectives

5.48	Explain the variables defined through the PREPaRE model.	CLO2, CLO4
5.49	Apply evaluative procedures to identify students most significantly impacted in a traumatic event.	CLO3
5.50	Identify necessary and unnecessary interventions for students exposed to trauma.	CLO3
5.51	Analyze tools presented through the PREPaRE model.	CLO2, CLO4

Activities and Resources

Readings	5.1, 5.2, 5.3, 5.4
<i>School Crisis Prevention and Intervention</i>	
<ul style="list-style-type: none"> Ch. 13: Assessing Psychological Trauma Ch. 14: Conducting Psychological Triage 	

Preparation: In-Service on At-Risk-Youth	CLO1, CLO3
Continue working on your presentation by compiling your research on the group of at-risk youth you identified in Week 1.	
Review complete assignment directions in Week 8.	

Activity: PREPaRE Knowledge Check	CLO1, CLO3
Complete the PREPaRE Knowledge Check.	
Note. Use this knowledge check to verify your understanding of responding to student psychological needs.	
Consider providing extra credit points to students who complete this activity. Add extra points to any of the assignments due this week.	

Assignments

Discussion: Triage Services	5.1, 5.2, 5.3, 5.4
Consider your readings this week about the need for evaluating traumatized students, and providing necessary triage.	
Respond to the following prompts in the Triage Services discussion forum by Wednesday:	
<ul style="list-style-type: none">• Why are not all individuals equally affected by crisis exposure? How does this relate to your need for effective evaluation before administering triage services? Refer to p. 195 of <i>School Crisis Prevention and Intervention</i>.• What are some of the key elements in conducting psychological triage?	
Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	

Assignment: Research Article Review #4	CLO3
Conduct research to locate a journal article or online resource on your chosen group of at-risk youth.	
Note. You will be submitting four Research Article Review assignments. Two of the four articles must be from peer reviewed journals, the other two may be from a reputable online resource.	

Utilize the [Alliant Library](#) or other scholarly source to conduct your research for the peer reviewed journals.

Write a one page summary of the article. Consider the following as you write your summary:

- What is the purpose or scope of the article?
- What new ideas or information were communicated in the article?
- What are your impressions?

Format your summary consistent with APA guidelines with a citation of your source.

Submit your summary as a Word document by Sunday.

[Week 6: Providing Interventions](#)

Learning Objectives

6.51 Analyze interventions to students exposed to trauma.	CLO1, CLO3
6.52 Determine counseling skills necessary to conduct interventions.	CLO3
6.53 Explain the forms and procedures of the PREPaRE model.	CLO2, CLO4

Activities and Resources

Readings	6.1, 6.2, 6.3
<i>School Crisis Prevention and Intervention</i>	
<ul style="list-style-type: none">• Ch. 15: Reestablishing Social Support Systems• Ch. 16: Psychological Education	

- Ch. 17: Group Crisis Intervention
- Ch. 18: Individual Crisis Intervention
- Ch. 19: Psychotherapeutic Interventions

Online Resources

View the following videos:

- [“Chowchilla school bus kidnapping: A look back 40 years later”](#) [2:22] by Rory Appleton from The Fresno Bee.
- [“Chowchilla kidnapping: Parole hearing could re-open scars for victims buried alive in 1976”](#) [4:09] from YouTube.
- [“40 Years Later: Victims Recall Being Buried Alive, Kidnapper Gets Parole”](#) [3:13] from YouTube.

Preparation: In-Service on At-Risk-Youth

CLO1, CLO3

Continue working on your presentation of the group of at-risk youth you identified in Week 1.

Review complete assignment directions in Week 8.

Activity: Psychological Triage Knowledge Check

CLO1, CLO3

Complete the Psychological Triage Knowledge Check.

Note. Use this knowledge check to verify your understanding of conducting psychological triage after a traumatic event.

Consider providing extra credit points to students who complete this activity. Add extra points to any of the assignments due this week.

Assignments

Discussion: Interventions

6.1, 6.2, 6.3

Consider the events of the Chowchilla kidnapping and what those children went through.

Respond to the following prompts in the Interventions discussion forum by Wednesday:

- How would you have handled such an event?
- Reference your readings this week to support your approach.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Comprehensive School Site Review–Part 4: Comprehensive Personal Reflection

CLO2, CLO4

Write a comprehensive personal reflection on what you feel will be the most rewarding and challenging aspects of the school psychologist or school counselor role as it relates to crisis management.

Include the following in your reflection:

- Questions you continue to have regarding what you have observed and learned
- What you look forward to in this role
- Implications for practice for all school psychologists and school counselors

Format your reflection consistent with APA guidelines.

Submit your personal reflection as a Word document by Sunday.

Week 7: Examine

Learning Objectives

7.42 Evaluate the effectiveness of preventative measures and procedures laid out in the PREPaRE model.

CLO2, CLO4

7.43 Evaluate the effectiveness of interventions and procedures laid out in the PREPaRE model.	CLO2, CLO4
7.44 Explain the information required by trauma relief staff to be effective.	CLO3

Activities and Resources

Readings	7.1, 7.2, 7.3
<p><i>School Crisis Prevention and Intervention</i></p> <ul style="list-style-type: none"> Ch. 20: Examining the Effectiveness of School Safety, Crisis Prevention, and Crisis Preparedness Efforts Ch. 21: Examining the Effectiveness of School Crisis Response and Recovery Efforts 	

Preparation: In-Service on At-Risk-Youth	CLO1, CLO3
<p>Continue working on your presentation of the group of at-risk youth you identified in Week 1.</p> <p>Review complete assignment directions in Week 8.</p>	

Assignments

Discussion: Preparedness Level	7.1, 7.2, 7.3
<p>Respond to the following prompts in the Preparedness Level discussion forum by Wednesday:</p> <ul style="list-style-type: none"> In conjunction with this week’s assignment, reflect on your level of preparedness as a future school psychologist. Share your thoughts. What are your strengths and weaknesses? Question your level of training. Based on your exposure, how prepared is your school site or district? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Comprehensive School Site Review–Part 5: Recommendations

CLO2, CLO4

Review the instructor feedback you have received for the following components of the Comprehensive School Site Review:

- Week 1: Personal Statement
- Week 2: School Site Interview
- Week 4: School Site Evaluation
- Week 6: Comprehensive Personal Reflection

Compile the components into one document making edits as needed. If you have no corrections, or you are content with your grades along the way the final submission is just a compilation of all 4 assignments.

Include a section where you make specific recommendations for improvement to the school site to consider that will ensure their schools are safe and successful.

Submit the compiled components with your brief recommendations as *one* Word document by Sunday.

[Week 8: Supporting the Mental Health Provider](#)

Learning Objectives

<p>8.36 Explain common coping reactions in the crisis responder and self-care plans.</p>	<p>CLO1, CLO3</p>
<p>8.37 Identify groups within the school system vulnerable to trauma and possible preventative interventions.</p>	<p>CLO1, CLO3</p>
<p>8.38 Analyze strengths and weaknesses of the PREPaRE model and the public-school system.</p>	<p>CLO2, CLO4</p>

Activities and Resources

Readings	8.1, 8.2, 8.3
<p><i>School Crisis Prevention and Intervention</i></p> <ul style="list-style-type: none">• Ch. 22: Caring for the Caregiver• Ch. 23: PREPaRE Research and Applications• Ch. 24: Concluding Comments	

Assignments

Assignment: In-Service on At-Risk-Youth	CLO1, CLO3
<p>Create an eight-to 10-minute in-service presentation on a group of at-risk youth.</p> <p>Utilize PowerPoint or an online tool such as Prezi or Haiku Deck to <i>animate</i> and <i>narrate</i> your presentation. There are numerous tutorials available on YouTube for how to animate, narrate, and record presentations on any of these tools.</p> <p>Include the following in your presentation:</p> <ul style="list-style-type: none">• The reason the group is at risk, what makes the individuals in this group vulnerable?• Internal and external behavioral characteristics of the group.• Factors involved at school, at home, and in the community with statistics to justify your claim of vulnerability.• What, if any, supports and services are available to them• An intervention for your group that you develop or something you have discovered through your research. <p>Post your presentation in the following forums by Wednesday:</p> <ul style="list-style-type: none">• In-Service on At-Risk-Youth discussion forum to share with your classmates• In-Service on At-Risk-Youth assignment submission forum for your instructor to grade <p>Note. If you used PowerPoint, upload your video to a shared drive such as Google Drive or Alliant's OneDrive and submit a shared link to the presentation. If you used an online tool submit a viewable link to your presentation.</p>	

View and provide feedback to two classmate’s presentations, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Rubrics

Aronson Paper

	Meets Expectations 100%	Somewhat Meets Expectations 70%	Does Not Meet Expectations 30%
Thoroughness of Responses (4 points)	Provided a thorough response to all the required prompts.	Provided an adequate response to the question prompts. May not have addressed all the required prompts.	Response to prompts were not thorough. Did not respond to all the required prompts.
Clarity of Statements (3 points)	Statements are clear and well developed.	Statements are vague, needed further development.	Statements are unclear.
Use of Resources (2 points)	Aronson book was used well to support ideas and opinions.	Aronson book was used adequately to support ideas and opinions.	Aronson book was inadequately used or not used to support ideas and opinions.
Writing Structure (1 point)	One or no errors in spelling or grammar.	Two to four errors in spelling and grammar.	More than four errors in spelling and grammar.

PPS65800: Group Counseling, Leadership, and Intervention

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Explain the basic principles of Group work, specifically Group formulation, evaluation, and evidence based treatment used by School based Mental Health professionals.	Leadership, Engagement, Application	1, 5	26	20	-Quiz -Written assignments -Presentation
CLO2: Analyze different leadership styles and characteristics of a good Group facilitator.	Leadership, Application	6, 10	22	21	Written assignments
CLO3: Determine the relevance of socio cultural competence and working in a multi -cultural community when doing group work.	Engagement, Application	3, 5, 7, 10	23, 27	23	-Written assignments -Presentation
CLO4: Analyze the different stages and phases of Group work, while considering the stages of human development and different age ranges.	Engagement, Application	1, 2, 8	26	17, 21	-Quiz -Written assignments -Presentation
CLO5: Apply current legal and ethical considerations as a practitioner.	Leadership, Application	6	18	19	-Written assignments -Presentation

Week 1: The Universality of Groups

Learning Objectives

1.58 Define the universality of groups.	CLO1
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<p>1.59 Identify needs that groups address on a global or national scale.</p>	<p>CLO1</p>
<p>1.60 Define ways in which groups can address the needs of students in schools and communities.</p>	<p>CLO1, CLO3</p>

Activities and Resources

<p>Readings</p>	<p>1.1, 1.2, 1.3, 1.4</p>
<p>Article</p> <p>Read the following article:</p> <p>Young, E. (2017). Iceland knows how to stop teen substance abuse – but the rest of the world isn’t listening. ABC.net.</p>	
<p>Website</p> <p>Read the following webpage: Group Counseling in a School Setting from School-Counselor.org.</p>	
<p>Video</p> <p>View “The power of introverts Susan Cain” TEDTalk [19:04] from YouTube.</p>	

<p>Preparation: Residency</p>	<p>N/A</p>
<p>Begin reading, over the next three weeks, the following case studies in <i>Lost and Found</i>:</p> <ul style="list-style-type: none"> • Sonia and Denise • Han • Camile • Elke • Esther • Marlon 	

- Anthony

Note. These cases will be used in a future activity.

During the Residency day, small work groups will be established with the focus of creating the experience of being in a group, with the opportunity to switch to a variety of roles:

- Facilitator or leader
- Timekeeper
- Scribe

Each week, after the residency day, the small groups will:

- Have a task or discussion question to work on collectively, and then summarize for a grade.
- Collaborate to create a curriculum plan, which will be due in Week 7.

Note. In Week 8, each group will work on reviewing and commenting on the syllabi created, with commentary due at the end of the course. Requirements will be reviewed during the Residency.

Assignments

Discussion: Introductions

1.1, 1.2

Respond to the following prompts, in a few sentences, in the Introductions discussion forum by Wednesday:

- Introduce yourself in terms of your personal and professional interests:
- Hobbies
- What kind of work you are interested in?
- What populations do you want to work with?
- How familiar are you with group work?
- What are your expectations for the course?

Note. Information from this forum will be used for your assignment this week.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Interventions

1.1, 1.2, 1.3

Respond to the following prompts in the Interventions discussion forum by Thursday:

- What needs did you identify from the article about the Iceland intervention?
- How many different types of interventions do you see in this study?
- What three ways might you see these interventions in your school community?
- What are some obstacles and challenges that might make it difficult to implement a similar program in your school community?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Group Work in Schools

1.3

Respond to the following prompts in the Group Work in Schools discussion forum by Friday: In what respects do the ideas from the Iceland intervention and the TED talk on the Power of Introverts, influence your thinking about potentially doing group work in schools?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Natural Groups Paper

1.1, 1.2, 1.3

Consider natural groups.

Review the information from our shared Introductions forum.

Determine if there are potential groupings we could create based on the shared information, i.e. according to interests, goals, or any information that was shared.

Write a 150-to 200-word summary of your findings:

- How many groups can you image?
- What might be the benefits of grouping homogeneously? Heterogeneously?

Submit your summary as a Word document by Sunday.

[Week 2: The Importance of Self-awareness as a Group Leader](#)

Learning Objectives

2.52 Analyze the importance of self-awareness as a Group Counselor and co-facilitator.	CLO1, CLO5
2.53 Define transference and counter transference dynamics in groups.	CLO1, CLO5
2.54 Analyze the importance of boundaries in Group Counseling.	CLO1, CLO2, CLO5
2.55 Analyze elements of evidence based practice.	CLO1, CLO2, CLO3

Activities and Resources

Readings	2.1, 2.2, 2.3, 2.4
<i>Groups in Action</i> Introduction	

Webpages

- [Irvin Yalom Biography](#) from GoodTherapy.org.
- [ASCA Ethical Standards for School Counselors](#) by the American School Counselor Association.

Assignments

Discussion: Hope & Altruism	2.2, 2.3
<p>Review Yalom’s 11 Factors.</p> <p>Respond to the following prompts, in a few sentences, in the Hope & Altruism discussion forum by Wednesday:</p> <ul style="list-style-type: none">• How might a group instill hope to a student struggling with ADD, if he is in a group with other students with Attention and learning issues?• In general, how might any group situation instill a sense of altruism and purpose for a group participant? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Discussion: Boundaries	2.1, 2.2, 2.3
<p>Review the ASCA Ethical Standards for School Counselors, focusing on the sections that address leadership and facilitator behaviors.</p> <p>Respond to the following prompt in the Boundaries discussion forum by Friday: Which one specific ethics code, addressing boundaries, do you feel is important to be included in the standards? Why?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Self Inventory

2.1, 2.2, 2.3

Review pages one through eight of *Groups in Action*.

Complete questions one through eight of the Self Inventory on page 14.

Submit a one page summary of your results by Sunday.

Note. We will be referring to these results as part of our discussion during the Residency day.

Assignment: Reference Search

2.4

Review a recent evidenced based study on conducting groups for children and adolescents from the Alliant Library. You will need to conduct your own search to locate a study.

Write a 150-to 200-word summary on the helpfulness of the study as a resource for School Psychologists or School Counselors in training.

Include an APA citation of the study.

Submit your summary as a Word document by Sunday.

Week 3: Residency

Learning Objectives

3.55 Apply elements of leadership qualities thru role play and self-reflection.

CLO1, CLO2, CLO4, CLO5

3.56 Define the elements of group work as it pertains to task oriented groups, prevention groups, support groups, and therapy groups.	CLO1, CLO2, CLO4
3.57 Determine the appropriateness of group work thru role play.	CLO1

Activities and Resources

Readings	3.1, 3.2, 3.3
<i>Groups in Action</i> Review the Group Leadership Skill: A Checklist on pages 7 & 8. View the first program from the DVD provided with the text: Evolution of a Group. Read thru the First Program: pages 11 to 63 after viewing the video. Focus on the brief descriptions of the Group members in the video and on page 16 in the workbook.	

Assignments

Discussion: Safety & Trust	3.1, 3.2, 3.3
View the Initial Phase segments from the DVD provided with <i>Groups in Action</i> . Respond to the following prompts in the Safety & Trust discussion forum by Tuesday: <ul style="list-style-type: none">• How did the facilitators help to create safety and trust for the group?• What specific actions from the facilitators stood out to you? Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback , by <i>Friday, or before your scheduled Residency Day</i> . If possible, respond to posts that have not yet received feedback from a classmate. Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'	

Discussion: Check In	3.1, 3.2, 3.3
<p>Respond to the following prompt in the Check In discussion forum by Wednesday: Why is 'Check In' a helpful and important process in groups?</p> <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by <i>Friday, or before your scheduled Residency Day</i>. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

Assignment: Residency Feedback Sheet	3.1, 3.2, 3.3
<p>Complete the Residency Feedback Sheet by Sunday.</p>	

[Week 4: Role of Group Leader; Styles & Approaches to Facilitation](#)

Learning Objectives

4.54 Analyze different leadership styles.	CLO2
4.55 Define phases of a group.	CLO1, CLO4
4.56 Analyze different socio-cultural backgrounds and resulting impacts on group work.	CLO3

Activities and Resources

Readings	4.1, 4.2, 4.3
<p>Groups in Action</p> <p>Review the Group Leadership Skill: A Checklist on pages 7 & 8.</p>	

Review the first program from the DVD provided with the text: Evolution of a Group.

Assignments

Discussion: Leadership Skill

4.1

Select one of the leadership skills from the Group Leadership Skill: A Checklist on pages 7 & 8 of *Groups in Action*.

Respond to the following prompt in the Leadership Skill discussion forum by Wednesday: How might this skill be particularly helpful when conducting a group with children? Adolescents? Both?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Group Dynamics

4.1, 4.3

Review the first program from the DVD provided with *Groups in Action*: Evolution of a Group.

Respond to the following prompts in the Group Dynamics discussion forum by Friday:

- How might Casey's sharing of her concerns for her mother's reaction to her being gay impacted the other members of the group?
- What are your thoughts on the facilitator's suggestions of a role play with Casey and the facilitation of the role play?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Small Group Discussion–Stages of a Group	4.2
<p>Assign the following roles to the small groups created during your Residency Day:</p> <ul style="list-style-type: none">• Leader• Timekeeper• Scribe <p>Engage in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:</p> <ul style="list-style-type: none">• Identify the stages of a group according to the text and video of <i>Groups in Action</i>.• During the early stages of the group, what norms are important to establish? Why? <p>Create a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus.</p> <p>Submit, individually, the summary as a Word document by Sunday.</p>	
Assignment: Process Journal–Entry #1	4.1
<p>Write a 50-to 100-word reflection on group leadership skills:</p> <ul style="list-style-type: none">• Which are most comfortable with?• Which of those skills might be the most challenging? <p>Submit your reflection as a Word document by Sunday.</p>	
Assignment: Quiz	CLO1, CLO2, CLO3, CLO4, CLO5
<p>Complete the quiz on material presented thus far, including this week’s material by Sunday.</p>	

Week 5: Theoretical Approaches

Learning Objectives

5.52 Identify the elements of long term and short-term group counseling.	CLO1, CLO2, CLO3
5.53 Determine the most appropriate group for your client.	CLO1, CLO2, CLO5
5.54 Explain differences between skill building and insight oriented approaches of group work.	CLO1, CLO2, CLO3

Activities and Resources

Readings	5.1, 5.2, 5.3
Website	
Read the following webpage: Group Counseling in a School Setting from School-Counselor.org.	
Groups in Action	
View the third program from the DVD provided with the text: Lecturette on Theories and Techniques of Group Counseling.	
Preparation: Small Group Curriculum Plan Presentations	N/A
Begin working on your Small Group Curriculum Plan Presentations. You will work on this assignment in the small groups created during your Residency Day.	
Review complete instructions for this assignment in Week 7.	

Assignments

Discussion: Group Counseling Approaches	5.1, 5.3
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Respond to the following prompts, based on the Lecturette on Theories and Techniques of Group Counseling, in the Group Counseling Approaches discussion forum by Wednesday:

- Which approach do you feel is the best fit for a short-term group?
- Which approach would be the best fit for a long-term group?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Small Group Discussion–Theories to Support Group Work

5.1. 5.2, 5.3

Assign the following roles to the small groups created during your Residency Day:

- Leader
- Timekeeper
- Scribe

Note. Assign different roles from Week 4.

Engage in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:

- How might you use any of these theories to create and support a school year group for students with attendance issues in high school?
- What theories might work for a short-term group with bullies?

Create a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus.

Submit, individually, the summary as a Word document by Sunday.

Assignment: Process Journal–Entry #2	5.3
<p>Write a 50-to 100-word reflection on the following:</p> <ul style="list-style-type: none"> • What ideas stood out to you in this week's coursework? • Is there a specific theory for working with groups that you prefer? Which one? Why? <p>Submit your reflection as a Word document by Sunday.</p>	

[Week 6: Conducting Groups in School Culture](#)

Learning Objectives

6.54 Analyze the essential elements of school based interventions.	CLO1, CLO4
6.55 Determine appropriate group goals in the context of educational settings.	CLO1, CLO4
6.56 Define your professional support network in school settings.	CLO3, CLO5

Activities and Resources

Readings	6.1, 6.2, 6.3
<i>Lost and Found</i>	
Ch. 15: Creating a Memorial Bulletin Board-Sixth Grade Boys' Grief Group	
<i>Groups in Action</i>	
Review the third program from the DVD provided with the text: Lecturette on Theories and Techniques of Group Counseling.	
<i>Website</i>	

Review the following webpage: [Group Counseling in a School Setting](#) from School-Counselor.org.

Assignments

Discussion: Group Rules or Norms

6.1, 6.2

Respond to the following prompts in the Group Rules or Norms discussion forum by Wednesday: How do you explain the group rules or norms when working with different age groups, and populations, such as those with different cultural backgrounds? Provide an example.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Group Intervention

6.1, 6.2, 6.3

Respond to the following prompts in the Group Intervention discussion forum by Wednesday:

- What were your initial thoughts on the grief group and school intervention from Ch. 15 of *Lost and Found*?
- What did you appreciate about the group intervention?
- Would you have done anything differently? Explain your response.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Small Group Discussion–Working Together

6.2, 6.3

Assign the following roles to the small groups created during your Residency Day:

- Leader
- Timekeeper
- Scribe

Note. Assign different roles from Weeks 4 & 5.

Engage in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:

- How could school support staff work together in order to address a community crisis situation, such as a large-scale fire?
- How many different groups might be formed at a school site?

Create a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus.

Submit, individually, the summary as a Word document by Sunday.

Week 7: Challenging Situations & the Appropriateness of Groups

Learning Objectives

7.45 Identify key elements of addressing confidentiality within groups, including legal and ethical issues of communicating with families and others about group issues.	CLO5
7.46 Determine the factors involved in assessing an individual for potential group participation.	CLO1, CLO3, CLO5
7.47 Analyze the key elements of working with others outside of your culture in a group capacity.	CLO1, CLO5, CLO6

Activities and Resources

Readings	7.1, 7.2, 7.3
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Lost and Found

Ch. 15: Creating a Memorial Bulletin Board-Sixth Grade Boys' Grief Group

Groups in Action

Read page 59: Ethical issues in the Practice of Group Counseling.

Assignments

Discussion: Scenarios

7.2, 7.3

Respond to the following prompts in the Scenarios discussion forum by Wednesday:

- What would you say to a group member who tells you that, according to his or her culture, it is impolite to speak without being asked? What are some factors to consider in this circumstance?
- What if the student revealed that he or she is very depressed and thinking of suicide?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Elements of Intervention

7.2

Respond to the following prompt, based on Ch. 15 of *Lost and Found*, in the Elements of Intervention discussion forum by Wednesday: What do you think were the most important elements of the intervention? Why?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Small Group Discussion–Theories to Support Group Work	7.1, 7.2
<p>Assign the following roles to the small groups created during your Residency Day:</p> <ul style="list-style-type: none">• Leader• Timekeeper• Scribe <p>Note. If possible, assign different roles from Weeks 4, 5, & 6.</p> <p>Engage in a 30-to 45-minute live discussion, using a method agreed upon during your Residency Day, of the following:</p> <ul style="list-style-type: none">• What are some potential psychological risks that might exist in group participation?• How might you discuss these risks with the students and families that you are working with?• Based on page 59 of <i>Groups in Action</i>, What specific issue might exist? <p>Create a summary of the discussion. The scribe should summarize the discussion and email the summary to the group to obtain group consensus.</p> <p>Submit, individually, the summary as a Word document by Sunday.</p>	

Assignment: Process Journal–Entry #3	N/A
<p>Write a 50-to 100-word reflection on how comfortable you feel in dealing with a potential conflict in a group situation?</p> <p>Submit your reflection as a Word document by Sunday.</p>	

Assignment: Small Group Curriculum Plan Presentations	CLO1, CLO3, CLO4, CLO5
<p>Select one of the following types of groups:</p> <ul style="list-style-type: none">• Impulse control issues group of primary school aged children	

- Social skills group of middle school aged children
- Emotional needs group of Special Education students
- At risk for dropping out group of high school students

Note. Your small group may have already selected one of these groups during your Residency Day.

Develop a curriculum plan, in the small groups created during your Residency Day, for your selected group that includes the following:

- Number of students in the group
- Criteria for referrals and selection of students
- Number of sessions
- Time range of the group
- Potential goals
- Rationale or theory for the group and any evidence-based information or research

Ensure you follow legal and ethical standards.

Create a 15-to 20-minute presentation of your curriculum plan using PowerPoint, Prezi or other online tool of your choice.

Submit your presentation as a link by Sunday. If you used PowerPoint, upload it to a share drive such as Google Drive or OneDrive and share a link to the presentation.

Faculty Note: You will need to assign students to groups for this assignment. Even though groups were created during the Residency Day you will still want to go into the assignment and create the groups so you only have to grade the item once.

- **Navigate** to the assignment item in Week 7.
- **Follow** the "[How do I automatically assign students to groups?](#)" Canvas guide to set-up the groups.

Week 8: Group Curriculum for School Based Needs

Learning Objectives

8.39 Apply elements of group work to address a given school based population.

CLO1, CLO2, CLO3, CLO4, CLO5

8.40 Define the structure, evidenced based approach, and goals for a given theme when creating a group.

CLO1, CLO3, CLO4, CLO5

8.41 Determine criteria for working with other professionals in conjunction with group work.	CLO1, CLO5
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Activities and Resources

Readings	8.1, 8.2, 8.3
<p>Website</p> <p>Read the following webpage: Group Counseling in a School Setting from School-Counselor.org.</p>	
<p>Webpages</p> <p>ASCA Ethical Standards for School Counselors by the American School Counselor Association.</p>	
<p>Article</p> <p>Baker, S. B. (2012). A new view of evidence-based practice. CT Daily. American Counseling Association.</p>	

Assignments

Discussion: Team of Collaborators	8.1. 8.3
<p>Respond to the following prompt in the Team of Collaborators discussion forum by Wednesday: When working in a school setting, who would be your ideal team of collaborators? Rank them in order of importance and provide rationale for your ranking.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Discussion: Creating Goals	8.2
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Respond to the following prompt in the Creating Goals discussion forum by Wednesday: How are the ASCA Ethical Standards for School Counselors and the Baker article helpful in terms of creating goals and evidence-based practice in schools?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Curriculum Plan Presentations

8.1, 8.2, 8.3

Post a link your Curriculum Plan Presentation by Tuesday. Only have one member of your group post the link and identify each member of your group.

Respond to the following prompt in the Curriculum Plan Presentations discussion forum by Thursday: After viewing the presentations, share any new ideas or inspirations about groupwork in schools?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Process Journal–Entry #4

N/A

Write a 50-to 100-word reflection on the following:

- What are you noticing about yourself as a participant in the small group discussions?
- Are you a more active, or a more passive participant? Provide rationale for your selection.

Include a response to the following, separate from your reflection:

- Name 3 skills that you feel you possess, or are developing as a group leader or facilitator
- Rate your confidence level as a Group Leader or Facilitator:
 - 1-Not confident
 - 2-Developing some confidence
 - 3-Confident

The main intention of this course was to provide you, as School Psychology and School Counseling students, with an overview of Group counseling, with a focus of becoming aware of the necessary skills needed in order to work comfortable and effectively, with a group, as well as to begin to prepare you with the awareness of how counseling groups can be helpful in schools.

You were exposed to a lot of information and be assured that you are not expected to have full expertise as a facilitator. Learning to be a counselor is a process!

You will get much more experience and opportunity to learn in your internships. Now that you have nearly completed the course, and have worked with the material from the Groups in Action workbook and DVD:

Select one or more of the following: which aspect(s) of the course worked best for you as a learner?

- Whole class discussion forums
- Independent assignments
- Articles and workbook materials
- Video
- Residency Day
- Small group discussions

Submit your final journal as a Word document by Sunday.

PPS60140: Curriculum Instruction and Academic Accommodation and Modification Intervention

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze the various curriculums, modifications, strategies and interventions that support the learning of individual students with unique needs.	Application	Standard 2	Standard 19	Standard 20	Assignment: Presentation
CLO2: Interpret resources, supported by rigorous evidence, for distinguishing educational and social emotional practices and curriculum.	Engagement	Standard 5	Standard 21	Standard 21	Assignment: Evidenced based curriculum paper
CLO3: Explain national, state and local regulations and funding for school and student achievement.	Leadership	Standard 6	Standard 18	Standard 19	Assignment: District or County Priorities
CLO4: Analyze various educational and social emotional practices and curriculum that can be applied to culturally and linguistically diverse school populations.	Dedication	Standard 3	Standard 23	Standard 23	Assignment: Access and Equity Paper

Week 1: Supporting Students in the Classroom

Learning Objectives

1.61 Identify differences between accommodations, modifications, interventions and strategies.	CLO1
1.62 Analyze the various applications of Universal Design for Learning (UDL) in classrooms to support all learners.	CLO1
1.63 Determine how technology can be used to support UDL in the classroom through research.	CLO1

1.64 Analyze how a School Psychologist or School Counselor might support teachers in developing instructional strategies for learners with various learning deficits in one classroom.	CLO1
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Activities and Resources

Readings	1.1, 1.2, 1.3, 1.4
Read the following documents: <ul style="list-style-type: none">• Special Education Glossary of Key Terms from the California Department of Education, Special Education Division• UDL Considerations for Planning a Lesson, Unit, or Assessment	
Articles <ul style="list-style-type: none">• Nieves, K. (2016). Using Technology to Empower Students With Special Needs. Edutopia: George Lucas Educational Foundation.• “UDL Intersections: Universal Design for Learning and Digital Technology” from UDL Tech @ CAST.	
Video View the “UDL at a glance” video [4:38] from the National Center on Universal Design for Learning.	
The IRIS Center Complete the Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students module.	

Preparation: MTSS Paper	N/A
Identify a school within a district or county program that has MTSS in place.	
Schedule a time to interview a school psychologist or school counselor from that school about their role in MTSS.	
Note. You will need this interview to complete the MTSS Paper assignment due in Week 2.	

Assignments

Discussion: UDL & Counseling	1.2, 1.3
<p>Respond to the following prompts in the UDL & Counseling discussion forum by Wednesday:</p> <ul style="list-style-type: none">• How might a School Psychologist or School Counselor utilize UDL during counseling sessions?• How might technology be used to support UDL in counseling sessions? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Discussion: Supporting Students	1.4
<p>Respond to the following prompts in the Supporting Students discussion forum by Friday:</p> <ul style="list-style-type: none">• What is the role of the School Psychologist or School Counselor in supporting student academic and social emotional achievement?• Review the IEP posted by your course instructor. Based on the students’ present levels, would you consider any other accommodations or modifications? Why or why not?• Consider accommodations, modifications, strategies, interventions and the use of technology in your response. <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Locate a sample IEP that you can share with the course for this discussion. Ensure any identifying information is removed or altered. Create an announcement and attach the IEP no later than Wednesday.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: Terms Chart	1.1

Create a one-to two-page chart of the following terms:

- Accommodations
- Modifications
- Strategies
- Interventions

Include one column for a brief definition and one column for examples of each term.

Submit your chart as a Word document by Sunday.

Week 2: The Multi-tiered System of Support (MTSS) in School Settings

Learning Objectives

2.56 Analyze the Multi-tiered System of Support.	CLO1
2.57 Determine an effective implementation of MTSS in a school setting.	CLO1
2.58 Determine the role of key stakeholders for supporting students in MTSS.	CLO1
2.59 Analyze the effective use of technology to support students within the MTSS framework.	CLO1

Activities and Resources

Readings	2.1
Websites	
Explore the following:	

- [California MTSS Framework](#) from the Orange County Department of Education.
- [Multi-Tiered System of Supports](#) from the California Department of Education.

Video

View the “[MTSS](#)” video [3:50] from the Orange County Department of Education.

Preparation: Disability or Mental Health Group Presentation

2.1, 2.2, 2.3, 2.4

Begin working on the Disability or Mental Health Presentation assignment.

Review complete assignment directions in Week 8.

Faculty Note: You will need to assign students to groups for this assignment. You can allow students to self-select groups or have Canvas randomly assign students to groups. If you allow students to self-select groups, you will still want to go into the assignment and create the groups so you only have to grade the item once.

- **Navigate** to the assignment item in Week 8.
- **Follow** the “[How do I automatically assign students to groups?](#)” Canvas guide to set-up the groups.
- **Post** an announcement notifying students of which group they are in, if you selected the option to have Canvas randomly assign students to groups.

Note. If you allow students to self- select, post an announcement asking them to notify you of the groups.

[Assignments](#)

Discussion: MTSS

2.1, 2.2

Respond to the following prompts in the MTSS discussion forum by Wednesday: What does MTSS look like in the site you have chosen to research for this week’s MTSS paper assignment?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: MTSS Paper

2.1, 2.2, 2.3, 2.4

Identify a school within a district or county program that has MTSS in place.

Interview a school psychologist or school counselor from that school about their role in MTSS.

Obtain brochures, descriptions of programs, and family information materials related to MTSS at the site.

Write a three-to four-page analysis of the implementation of MTSS at the school site from the interview and materials gathered:

- Is the MTSS program in the beginning or final stage of implementation? How did you determine this?
- How is the site using technology to support students in MTSS?

Submit your analysis as a Word document by Sunday.

[Week 3: Research-Based Curriculum & Interventions](#)

[Learning Objectives](#)

3.58 Explain ethical issues related to intervention efforts.

CLO2

3.59 Analyze the role of the School Psychologist or School Counselor in researching and identifying evidence-based curriculum and interventions within a school setting.

CLO2

[Activities and Resources](#)

Readings	3.1, 3.2
<i>Effective Interventions for Social-emotional Learning</i>	
Ch. 2: Evidence Base for Social–Emotional Learning Interventions	
<i>Effective School Interventions</i>	
Ch. 1: Introduction	
Websites	
Explore the following:	
<ul style="list-style-type: none">• Response To Intervention – RTI Resources from Intervention Central.• What Works Clearinghouse from the Institute of Education Sciences.	

Assignments

Discussion: Intervention Efforts	3.1
Respond to the following prompts in the Intervention Efforts discussion forum by Wednesday:	
<ul style="list-style-type: none">• What are the ethical concerns surrounding intervention efforts?• What do you consider the most important ethical consideration? Provide rationale for your position.	
Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’	
Assignment: Evidence-Based Curriculum	3.2

Write a one-to two-page paper about the steps you might take to support a school site in choosing an evidence-based curriculum for social emotional learning.

Include references to support your approach.

Submit your paper as a Word document by Sunday.

[Week 4: The Goals of Social Emotional Learning](#)

Learning Objectives

4.57 Determine the CA Dept of Education (CDE) skills and competencies for students in the area of social emotional learning (SEL).	CLO3
4.58 Analyze one universal social emotional learning (SEL) intervention program.	CLO2
4.59 Interpret the possible roles of the School Counselor or School Psychologist in the area of social emotional learning.	CLO2

Activities and Resources

Readings	4.1, 4.2, 4.3
<i>Effective Interventions for Social-emotional Learning</i>	
<ul style="list-style-type: none"> • Ch. 4: Universal Social–Emotional Learning Interventions • Ch. 5: Selected Social–Emotional Learning Interventions • Ch. 6: Intensive Social–Emotional Learning Interventions 	
<i>Online Articles</i>	
<ul style="list-style-type: none"> • Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The Economic Value of Social and Emotional Learning. <i>Journal of Benefit-Cost Analysis</i>, 6. • Minero, E. (2017). 13 Powerful SEL Activities: Build social and emotional skills into any class. Edutopia. 	
<i>Websites</i>	

Explore the following:

- [The Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)
- [Social Emotional Learning in OUSD](#)

Note. Make sure to view the three videos available on the OUSD SEL website.

Assignments

Discussion: CASEL Skills & Competencies

4.1

Review the CASEL skills and competencies for students in the area of social-emotional learning.

Respond to the following prompts in the CASEL Skills & Competencies discussion forum by Wednesday: Are they comprehensive enough? Why or why not?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Future Role

4.3

Respond to the following prompts in the Future Role discussion forum by Wednesday: How do you view your future role as a school psychologist or school counselor around social emotional learning at a school site?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Social Emotional Intervention Paper	4.2
<p>Review Ch. 4 of <i>Effective Interventions for Social-emotional Learning</i>.</p> <p>Select one universal social emotional learning intervention to research further. Consider researching the universal social emotional intervention from the school that you have chosen for the MTSS paper.</p> <p>Write a one-to two-page analysis of the intervention.</p> <p>Submit your analysis as a Word document by Sunday.</p>	

[Week 5: Supporting Diverse Populations within MTSS](#)

Learning Objectives

5.55	Explain key points of the CA framework related to access and equity among culturally and linguistically different students.	CLO4
5.56	Analyze the effective use of technology to support diverse populations within MTSS.	CLO4
5.57	Determine how School Psychologists and School Counselors may support students from culturally and linguistically diverse backgrounds.	CLO4

Activities and Resources

Readings	5.1
<p>California Department of Education</p> <p>SBE-Adopted ELA/ELD Framework, Ch. 9: Access and Equity</p>	
<p>YouTube</p> <p>Watch “Reimagining Classrooms: Teachers as Learners and Students as Leaders Kayla Delzer TEDxFargo” [13:00].</p>	

Assignments

Discussion: Technology	5.2
<p>Respond to the following prompts in the Technology discussion forum by Wednesday: How can technology can be used to meet the needs of diverse learners in a school site?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Access & Equity Paper	5.1, 5.3
<p>Write a two-to three-page paper analyzing the role(s) of the School Psychologist or School Counselor in ensuring access and equity to all students within a diverse population at a school site.</p> <p>Support your analysis based on key points from the CA Framework English Language Arts/English Language Development Framework.</p> <p>Consider if you think it is important for a School Psychologist or School Counselor to serve a role in ensuring access and equity for all students.</p> <p>Submit your paper as a Word document by Sunday.</p>	

Week 6: Regulations & Funding Resources

Learning Objectives

<p>6.57 Summarize the primary points of the Every Student Succeeds Act (ESSA).</p>	<p>CLO 3</p>
<p>6.58 Determine the effective use of state and federal resources to meet the needs of students who have mental health issues (Local Control Accountability Program-LCAP).</p>	<p>CLO 3</p>
<p>6.59 Discuss why it is important that a School Psychologist or School Counselor be aware of the district priorities as reported in the LCAP.</p>	<p>CLO3</p>

Activities and Resources

<p>Readings</p>	<p>6.1, 6.2</p>
<p>Online Resources</p> <p>Read the following:</p> <ul style="list-style-type: none"> • ESEA Conference Report Summary from the Committee on Education and the Workforce • How State Planning For the Every Student Succeeds Act (Essa) Can Promote Student Academic, Social, and Emotional Learning: An Examination of Five Key Strategies from CASEL • Every Student Succeeds Act (ESSA) from the U.S. Department of Education • Digital Chalkboard from the California Department of Education • California School Dashboard from the California Department of Education 	

Assignments

<p>Discussion: ESSA Key Points</p>	<p>6.1</p>
<p>Respond to the following prompts in the ESSA Key Points discussion forum by Wednesday: After reading the ESSA from the U.S. Department of Education, what do you view as three of the most important key points? Provide rationale for your selections.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: District or County Priorities	6.2, 6.3
<p>Obtain a copy of a district or county Local Control Accountability Program (LCAP), typically available on the district or county website.</p> <p>Read the document with a focus on sections related to supporting students who have mental health issues.</p> <p>Write a two-to three-page paper about the district or county priorities as related to student mental health:</p> <ul style="list-style-type: none"> • How is the district or county allocating funds to meet student needs in social emotional learning or mental health issues? • Why is it important for school psychologists and school counselors to be aware of the district or county priorities? <p>Submit your paper as a Word document by Sunday.</p>	

[Week 7: Intensive Interventions](#)

Learning Objectives

7.48	Analyze the social emotional impact of severe learning disabilities such as dyslexia.	CLO1
7.49	Identify resources for effective trauma-informed education	CLO1
7.50	Determine the role of the School Psychologist and School Counselor in educating students who have a history of trauma	CLO1

Activities and Resources

Readings	7.1, 7.2, 7.3
<p><i>Effective Interventions for Social-emotional Learning</i></p> <p>Ch. 7: Social–Emotional Interventions for Special Populations, with Paula Rodriguez</p>	
<p><i>Effective School Interventions</i></p>	

- Ch. 4: Interventions to Improve Academic Performance
- Ch. 5: Interventions to Improve Social Behavior

Online Resources

- [California Dyslexia Guidelines](#) from the California Department of Education
- [Child Trauma Toolkit for Educators](#) from The National Child Traumatic Stress Network

Assignments

Discussion: Childhood Trauma

7.2, 7.3

Respond to the following prompts in the Childhood Trauma discussion forum by Wednesday:

- What are some of the learning issues that are related to childhood trauma?
- How can we support teachers in understanding the learning issues related to trauma?
- How can we, as School Psychologists or School Counselors, help teachers deal with possible acting out behaviors that may occur as a result of trauma?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Severe Learning Disabilities Paper

7.1

Write a one-to two-page paper describing the role of school counselors and school psychologists in supporting the social emotional needs of students who have severe learning disabilities such as dyslexia.

Consider the following in your paper:

- Why is it important to address the social emotional needs of students who have severe learning disabilities?

- Do you think that it is the school's responsibility to address these issues? Why or why not?

Submit your paper as a Word document by Sunday.

Week 8: Restorative Practices in School Settings

Learning Objectives

8.42 Analyze restorative practices.	CLO2
8.43 Determine the possible roles of restorative practices in addressing the social emotional learning goals of students.	CLO1, CLO4
8.44 Analyze the role of the School Psychologist or School Counselor in the implementation of restorative practices within a school site.	CLO1, CLO4

Activities and Resources

Readings	8.1, 8.2
<p>Online Resources</p> <ul style="list-style-type: none"> • Homrich-Knieling, M. (2016). Writing through Conflict: Restorative Practices in an ELA Classroom. National Council of Teachers of English. • Restorative Practice from Teaching with Teachers. • Restorative Practices search results from the Orange County Department of Education. 	
<p>YouTube</p> <p>View the following videos:</p> <ul style="list-style-type: none"> • “Restorative Practices” [7:03] • “The Transformation of West Philadelphia High School: a story of hope” [9:03] • “Using Dialogue Circles to Support Classroom Management” [4:04] • “How Restorative Practices Work for Students & Teachers” [5:18] 	

Assignments

Discussion: Restorative Practices	8.1, 8.2
<p>Respond to the following prompts in the Restorative Practices discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What are restorative practices?• What might be some of the risks of addressing repetitive behaviors with a restorative practice such as ‘circles?’• Are restorative practices enough to deal with some of the current social, emotional, and behavioral issues that students are currently dealing with? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Discussion: Role in Implementation	8.3
<p>Respond to the following prompt in the Role in Implementation discussion forum by Wednesday: What role might you have as a school Psychologist or School Counselor in implementing restorative practices at a school site?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	
Assignment: Disability or Mental Health Presentation	CLO1, CLO2, CLO4
<p>Choose a specific childhood mental health or academic disability that is currently a topic of interest in K-12 educational settings.</p> <p>Consider one of the following:</p>	

- Dyslexia
- Dysgraphia
- Autism Spectrum Disorder
- Anxiety
- Suicidality
- Self-Harm
- Trauma

Research information about the nature of the disability or mental health issue.

Create a 10-to 15-minute presentation that can be used at a school site with general education staff to help teachers address a specific area of student concern. Utilize a presentation tool of your choice such as PowerPoint, Prezi, or another tool with which you are familiar.

Note. Since general education teachers often have students with disabilities or other learning issues in their classrooms, this presentation is meant to increase awareness and to provide information to the general education staff. Make the presentation is a *standalone* presentation that your colleagues can download and use *as is*.

Include the following in the presentation:

- Description of the mental health or academic disability issue
- Prevalence rates
- Considerations that will support the academic and social emotional achievement of students who have this issue for each of the following:
 - Curriculum
 - Accommodations
 - Modifications
 - Strategies and interventions

Post the presentation or a link to the presentation to the Disability or Mental Health Presentations discussion forum by Thursday.

Review two presentations from colleagues to provide constructive feedback, applying the [RISE Model for Meaningful Feedback](#), by Sunday.

- What did you find helpful?

- Is there anything you would suggest adding to the presentation?

Submit a link to the presentation in the assignment forum by Thursday.

PPS60340: Professional Roles: Comprehensive Exam

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards		Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Determine the role of the school psychologist at multiple levels — leader, advocate, collaborator, consultant, and coordinator — as you apply to school-psychologist-related duties.	Dedication	Standard 1, 6, 14 & 16	Standard 1,18, 22, 25, 31 & 32	Week 1 Discussion Comprehensive Exam
CLO2: Explain state and federal legal mandates and ethical issues of a school psychologist.	Engagement	Standard 6	Standard 17 & 18	Week 2, 6 & 7 Discussions Comprehensive Exam
CLO3: Analyze direct and indirect intervention and prevention skills in academics, behavior, crisis management, and counseling.	Application	Standard 5, 13 & 15	Standard 19, 20, 22 & 26	Week 4 & 5 Discussion Comprehensive Exam
CLO4: Determine socio-cultural competence skills in communicating with students, parents, teachers, and administrators.	Application	Standards 2, 3, 8 10 & 14	Standard 21, 25 & 27	Week 2, 3, 4, 5, 6 7 & 8 Discussion Comprehensive Exam
CLO5: Interpret public school guidelines, organization and operational mechanisms within the school system for the development of student educational and social-behavioral goals.	Leadership	Standard 6, 13 & 15	Standard 20, 22, 24, 27, 28, 29 31 & 32	Week 1, 3, 5, 6, 7 & 8 Discussion Comprehensive Exam
CLO6: Interprets assessment information on an individual basis for the development of student educational and social-behavioral goals.	Application	Standard 4, 11 & 13	Standard 20, 26, 27 & 30	Week 5, 6, & 7 Discussion Comprehensive Exam

Week 1: Professional Responsibilities of the School Psychologist

Learning Objectives

1.65 Determine effective methods to adjust programming for individual student needs based on the National Standards and student development.	CLO1, CLO5
1.66 Analyze professional growth opportunities to keep up with major aspects of school psychology and a developing profession.	CLO1, CLO5
1.67 Determine legally and ethically responsible methods to work with racial, ethnic, gender, and cultural diversity among students within the school district.	CLO1, CLO5
1.68 Determine effective methods to assist administrators, other school personnel, and parents in understanding legal and procedural district, state and federal regulations relevant to general and special education.	CLO1, CLO5

Activities and Resources

Readings	1.1, 1.2, 1.3, 1.4
<p>Refer to the materials listed in the Required Course Materials section as needed.</p> <p>Review NASP Standard–Domain 10: Legal, Ethical, and Professional Practice.</p>	

Assignments

Discussion: Essential Considerations	1.1, 1.2, 1.3, 1.4
<p>The National Association of School Psychologists (NASP), as of 2018, recommends that districts employ one school psychologist for every 500 to 700 students. However, many school psychologists may find they are stretched thinner each year and often have more than 3 schools to cover. NASP also recognizes that the current roles and functions of individual school psychologists are influenced by numerous personal, professional, and external variables. Additionally, it has been reported that in recent years school psychologists are spending considerably more time educating school staff regarding procedural and legal requirements about various special education–related issues.</p> <p>Consider the following scenario:</p> <p><i>You are a new school psychologist and responsible for three elementary schools in the district, all of which have over 1200 students in each school. The principal from one of your elementary schools has asked you to put together a relatively brief presentation for the teachers regarding the process as to how a student might qualify for special education services.</i></p>	

Respond to the following prompt in the Essential Considerations discussion forum by Wednesday: Describe, briefly, three essential considerations that you feel would be important for you to communicate to these teachers during the presentation.

Note. There may be numerous things to consider, however limit your response to the three you might consider first and be brief in your descriptions.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Week 2: State & Federal Legal Issues as they Relate to the School Psychologist

Learning Objectives

<p>2.60 Explain the history and foundations of school psychology; multiple service models and methods; and ethical, legal, and professional standards.</p>	<p>CLO2, CLO4, CLO5</p>
<p>2.61 Determine state and federal laws important in the school psychology profession including IDEA, Americans with Disabilities Act of 1990, Section 504 of the 1973 Rehabilitation Act, and FERPA.</p>	<p>CLO1, CLO2, CLO5</p>
<p>2.62 Determine legally and ethically responsible methods to work with racial, ethnic, gender, and cultural diversity among students within the school district and communicate these responsibilities to teachers, parents, and administrators.</p>	<p>CLO2, CLO4, CLO5</p>

Activities and Resources

<p>Readings</p>	<p>2.1, 2.2, 2.3</p>
<p>Refer to the materials listed in the Required Course Materials section as needed.</p>	
<p>Review NASP Standard–Domain 10: Legal, Ethical, and Professional Practice.</p>	

Assignments

Discussion: Confidentiality	2.1, 2.2, 2.3
<p>Remaining knowledgeable about ethical and professional standards, as well as district, state, and federal legal regulations is an important professional practice. Specifically, the Family Education Rights and Privacy Act of 1974 protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines.</p> <p>Consider the following scenario:</p> <p><i>For about 3 weeks, at the request of the teacher and with parent permission, you have been observing Jerome Anson, a 5th grade student, 20 minutes a day in the class, twice a week. The teacher initially made the referral due to Jerome’s verbal altercations with other students during class and during recess time. He lives with his mother after a messy divorce. Jerome’s father calls and leaves a message for you indicating that he wants the notes and other information that you have collected during the observations and conversations you have had with Jerome.</i></p> <p>Respond to the following prompt in the Confidentiality discussion forum by Wednesday: What do you believe are your legal responsibilities and obligations as it applies to confidentiality in this situation?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

[Week 3: Consultation & Collaboration within the Schools](#)

[Learning Objectives](#)

<p>3.60 Evaluate varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools as systems, and methods to promote effective implementation of services.</p>	CLO3, CLO4, CLO5
<p>3.61 Apply effective decision making and problem solving for planning, implementing, and evaluating all instructional, and mental and behavioral goals and services.</p>	CLO3, CLO4, CLO5
<p>3.62 Determine skills necessary to consult, collaborate, and communicate effectively with parents and other professionals to make changes at the individual student, classroom, building, district, state, or national levels.</p>	CLO3, CLO4, CLO5

Activities and Resources

Readings	3.1, 3.2, 3.3
<p>Refer to the materials listed in the Required Course Materials section as needed.</p> <p>Review the following NASP Standards:</p> <ul style="list-style-type: none">• Domain 1: Data-Based Decision Making and Accountability• Domain 5: School-Wide Practices to Promote Learning• Domain 7: Family–School Collaboration Services	
<p>Online Resources</p> <ul style="list-style-type: none">• Bd. Ed. Hendrick Hudson Sch. Dist. v. Amy Rowley (458 U. S. 176) from Wrightslaw located at http://www.wrightslaw.com/law/caselaw/ussupct.rowley.htm• Rebutting Rowley: Independence & Self-Sufficiency Are New Standards for a FAPE by Peter Wright, Esq. and Pamela Wright, MA, MSW from Wrightslaw located at http://www.wrightslaw.com/law/art/kl.misd.rowley.htm	

Assignments

Discussion: IEP Team	3.1, 3.2, 3.3
<p>Consider the following:</p> <p><i>School psychologists are often called upon to help the IEP team determine IEP goals and objectives, particularly in functional or behavioral goals, as well as appropriate services and program options for students. Federal law has established standards for determining whether a student with disabilities is receiving appropriate instruction and services to allow the student access to educational opportunity, taking into consideration whether the disabilities the student has are addressed to the extent that they don't create barriers to the student's access to education (California Department of Education, 2017). Balancing the services that parents desire with what services the district can or will offer (i.e., that will be "appropriate/an educational benefit," vs. what might be considered an optimal education for the child) can sometimes be a challenge.</i></p> <p>Respond to the following prompts in the IEP Team discussion forum by Wednesday:</p> <ul style="list-style-type: none">• As a school psychologist, what three important issues do you believe the IEP Team needs to consider in order to complete an Individualized Education Plan for a student?	

- Be brief in your explanation.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Week 4: Intervention & Prevention–Crisis Management

Learning Objectives

4.60 Evaluate biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health.	CLO3, CLO4
4.61 Identify a continuum of mental and behavioral health services, including individual and group counseling, behavioral coaching, positive behavioral supports, and parent education.	CLO3, CLO4
4.62 Evaluate evidence-based interventions to improve individual student social, emotional, and behavioral wellness.	CLO3, CLO4
4.63 Determine effective methods of student development such as self-regulation, planning, organization, empathy, social skills, and decision-making for individuals and group, classroom, and school-wide settings.	CLO3, CLO4

Activities and Resources

Readings	4.1, 4.2, 4.3, 4.4
<p>Refer to the materials listed in the Required Course Materials section as needed.</p> <p>Review the following NASP Standards:</p> <ul style="list-style-type: none"> • Domain 2: Data-Based Decision Making and Accountability • Domain 6: Preventive and Responsive Services 	
<p>Online Resources</p> <p>Locate the PREPaRE Training Curriculum on the National Association of School Psychologists (NASP) website: https://www.nasponline.org/.</p>	

Assignments

Discussion: Crisis & Intervention Plan	4.1, 4.2, 4.3, 4.4
<p>Consider the following:</p> <p><i>Determining what a school can learn from any tragedy and how can they better prepare in the future is always important. Each member of the school community must work both individually and as a member of a team to take the steps needed to restore the emotional and academic balance to the school environment. Positive working relationships among school staff not only achieve the goal of recovery from a school crisis, but the staff's actions provide positive role models for students and life-long lessons about how to conduct oneself during times of adversity.</i></p> <p><i>There is no cookie-cutter crisis plan applicable to all schools or school districts and specific school site violence emergency plans are typically tailored to each individual building in the district.</i></p> <p>Respond to the following prompts in the Crisis & Intervention Plan discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • What are four considerations every school and district should address when putting together a crisis prevention and intervention plan? • What four individuals should be included on the crisis team? Why should they be included? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Week 5: Intervention & Prevention–Behavior Management

Learning Objectives

5.58 Evaluate prevention and intervention programs that address behavioral problems to significantly affect learning.	CLO3, CLO4, CLO5
5.59 Determine the process of gathering relevant information about a student in social and instructional environments.	CLO3, CLO4, CLO5
5.60 Determine specific short and long-term goals and strategies necessary for intervention within the classroom and school environment.	CLO3, CLO4, CLO5

<p>5.61 Analyze data to create a comprehensive representation of student strengths, weaknesses and concerns.</p>	<p>CLO2, CLO4, CLO5</p>
<p>5.62 Identify state and federal guidelines that address the issue of functional behavior assessments and discipline of special needs students.</p>	<p>CLO1, CLO2, CLO3, CLO4, CLO5</p>

Activities and Resources

<p>Readings</p>	<p>5.1, 5.2, 5.3, 5.4, 5.5</p>
<p>Refer to the materials listed in the Required Course Materials section as needed.</p>	
<p>Review the NASP Standard Domain 6: Preventive and Responsive Services</p>	
<p>Online Resources</p> <ul style="list-style-type: none"> California Education Code Section 56521 located at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=56521.&lawCode=EDC Title 34, Code of Federal Regulations, (34 CFR) Section 300.324 located at https://www.gpo.gov/fdsys/granule/CFR-2007-title34-vol2/CFR-2007-title34-vol2-sec300-324 	

Assignments

<p>Discussion: Behavior Management</p>	<p>5.1, 5.2, 5.3, 5.4, 5.5</p>
<p>Read the Billy Case Study.</p> <p>Respond to the following prompts in the Behavior Management discussion forum by Wednesday:</p> <ul style="list-style-type: none"> What three important behaviors that may warrant the completion of a <i>Functional Behavior Assessment for Billy</i>? What three important elements will be necessary to develop a subsequent Positive Behavior Intervention Plan for Billy? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Week 6: Psycho-Educational Assessments & Diversity Considerations

Learning Objectives

6.60 Determine appropriate skills in the use of psychological and educational assessment, data collection strategies, and technology resources.	CLO5, CLO6
6.61 Analyze wide-ranging models and methods of assessment and data collection to identify strengths and needs of the student.	CLO5, CLO6
6.62 Interpret principles and research related to individual differences, abilities, disabilities, and other diverse student characteristics for children, families, and schools; including factors related to culture, context, and individual and role difference.	CLO4, CLO5, CLO6
6.63 Explain how respect for diversity in development and learning, and advocacy for social justice are foundations for all aspects of service delivery.	CLO4, CLO5
6.64 Determine how to adhere to legal and ethical guidelines within the Department of Education and California guidelines while being sensitive to cultural and ethnic differences.	CLO2, CLO3, CLO4, CLO5, CLO6

Activities and Resources

Readings	6.1, 6.2, 6.3, 6.4, 6.5
<p>Refer to the materials listed in the Required Course Materials section as needed.</p> <p>Review the following NASP Standards:</p> <ul style="list-style-type: none"> • Domain 1: Data-Based Decision Making and Accountability • Domain 8: Diversity in Development and Learning • Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills 	

Assignments

Discussion: Assessment & Diversity	6.1, 6.2, 6.3, 6.4, 6.5
<p>Read the Michael Case Study.</p> <p>Select two of the following areas:</p>	

Cognitive	Academic
Visual Processing	Adaptive Behavior
Auditory Processing	Classroom Performance
Attention	Social-Emotional/Behavioral
Small/Gross Motor/Kinesthetic	Memory

Respond to the following prompts in the Assessment & Diversity discussion forum by Wednesday:

- What assessment tools/procedures would you use to assess Michael in the areas you selected?
 - Specifically identify what subtests you would administer from the assessment tools selected and CHC areas that the subtests/tools would be addressing.
 - Be sure to account for cultural and ethnic considerations.
- Why did you choose those assessment tools/procedures?
- What considerations and factors guided you in your decision to employ those assessment tools/procedures?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

[Week 7: Psycho-Educational Assessments–Atypical Students](#)

Learning Objectives

7.51	Identify the strengths and needs of the student using a wide range of models and methods of assessment and data collection.	CLO2, CLO3, CLO4, CLO5, CLO6
7.52	Identify special education eligibility requirements within California Education Code, Section 3030.	CLO2, CLO3, CLO4, CLO5, CLO6
7.53	Determine a student’s eligibility for special education services using valid and reliable assessments.	CLO2, CLO4, CLO6
7.54	Determine skills required to use psychological and educational assessments, data collection strategies, and technology resources.	CLO6

Activities and Resources

Readings	7.1, 7.2, 7.3, 7.4
<p>Refer to the materials listed in the Required Course Materials section as needed.</p> <p>Review the following NASP Standards:</p> <ul style="list-style-type: none">• Domain 1: Data-Based Decision Making and Accountability• Domain 8: Diversity in Development and Learning• Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills	

Assignments

Discussion: Assessment Procedures	7.1, 7.2, 7.3, 7.4
<p>Consider the following scenario:</p> <p><i>Ricky is a regular education student in the 1st grade being referred for a nondiscriminatory psycho-educational evaluation.</i></p> <p><i>Ricky is an 8-year-old boy who has a history of hitting, kicking at teachers. One theory appears to be that Ricky acts out significantly more when he is tired, hungry, sick or has had sweets. He seems to have trouble in the classroom with behavior issues around 9:15 a.m.</i></p> <p><i>Ricky is in an adoptive placement and has a history of prenatal drug exposure. His adoptive father says that Ricky becomes extremely frustrated when he does not get what he wants. He has a history of having difficulty at recess and lunch. He will hit or kick at other children when they do not do what he wants. Last week, he cut some hair off one of the girls who sit in front of him because she got him in trouble with the teacher. His parents are concerned about Ricky's behavior because other children in the neighborhood have been avoiding him.</i></p> <p><i>Ricky's teacher is also worried because he continually argues or is noncompliant. She says that his reading skills are fair but could be better. He does OK in math. His spelling and writing are poor. Ricky seems to like to use his hands in manipulative tasks and construction activities. He demonstrates good imagination activities using his crafts to make different drawings and yarn activities, if he can be trusted with classroom materials.</i></p> <p>Select two of the following areas:</p>	

Cognitive	Academic
Visual Processing	Adaptive Behavior
Auditory Processing	Classroom Performance
Attention	Social-Emotional/Behavioral
Small/Gross Motor/Kinesthetic	Memory

Respond to the following prompts in the Assessment Procedures discussion forum by Wednesday:

- What assessment tools/procedures would you use to assess Ricky in the areas you selected?
 - Specifically identify what subtests you would administer from the assessment tools selected and CHC areas that the subtests/tools would be addressing.
 - Be sure to account for cultural and ethnic considerations (if any).
- Why did you choose those assessment tools/procedures?
- What considerations and factors guided you in your decision to employ those assessment tools/procedures?
- What other considerations or actions might you need to take to determine if Ricky does or does not possibly qualify for special education services?
- What disabling condition do you suspect Ricky may potentially qualify for?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Comprehensive Exam

COURSE

Various school psychology competencies are featured within this exam. It is highly recommended that you complete these questions with as little outside assistance as possible so that you might gain a better appreciation and understanding of what your current skills are as school counselor candidate.

Complete the Comprehensive Exam.

Note. You must satisfactorily complete (at or above 80% level) the Comprehensive Exam at the end of this course before moving on to the school psychology internship. If you do not meet the 80% threshold, you may be referred to a Student Evaluation Review Committee (SERC) meeting or may be asked to re-take part or all of the comprehensive exam prior to commencing their school psychology internship experience.

Allow at least three hours to finish the exam.

Week 8: Legal & Ethical Considerations when Working with Individuals

Learning Objectives

8.45	Determine legally and ethically responsible methods to work with racial, ethnic, gender, and cultural diversity among students within the school district.	CLO1, CLO2, CLO3, CLO4, CLO5
8.46	Identify state and federal laws important to school personnel regarding confidentiality and reporting child abuse.	CLO1, CLO2
8.47	Apply accepted and evolving standards and principles to issues regarding legal and ethical practices for the school professional.	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
8.48	Analyze issues regarding how school psychologists act as advocates for their student-clients.	CLO2, CLO3, CLO4, CLO5, CLO6

Activities and Resources

Readings	8.1, 8.2, 8.3, 8.4
<p>Refer to the following materials listed in the Required Course Materials section:</p> <ul style="list-style-type: none"> Federal Child Abuse Prevention and Treatment Act (CAPTA) located at https://www.childwelfare.gov/pubPDFs/about.pdf Jacob, S., Decker, D. M., & Lugg, E. T. (2016). <i>Ethics and law for school psychologists</i> (7th ed.). Hoboken, NJ: John Wiley & Sons. Tarasoff V. Regents of University of California from FindLaw located at https://caselaw.findlaw.com/ca-supreme-court/1829929.html <p>Review the NASP Standard Domain 10: Legal, Ethical, and Professional Practice</p>	

Assignments

Discussion: Possible Abuse	8.1, 8.2, 8.3, 8.4
<p>The Federal Child Abuse Prevention and Treatment Act (CAPTA) passed in 1974, all 50 states have passed laws mandating the reporting of child abuse and neglect. CAPTA provides a foundation for the States by identifying a minimum set of acts or behaviors that characterize physical abuse, neglect and sexual abuse, although these laws vary from state to state.</p>	

Consider the following scenario:

While you are completing a psycho-educational assessment on Cameron, a possible LD student; currently in the 3rd grade, tells you that his older sister, Eileen—an 11th grader, has been hitting and kicking him at home. She has been telling him that if he tells anyone she will just hurt him more. He asks you to help but not to tell anyone.

Respond to the following prompt in the Possible Abuse discussion forum by Wednesday: What do you believe are your legal and ethical responsibilities and obligations as it applies to Cameron in this situation.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

PPS72200: Counseling Law and Ethics

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Identify professional codes of ethics and specific laws related to school counseling.	Engagement	Standard 6	Standard 18	Standard 19	Professional Development Mini Workshop
CLO2: Determine the impact of the specific laws and codes of ethics on the policies and procedures.	Engagement, Application	Standard 6	Standard 18	Standard 19	Professional Development Mini Workshop
CLO3: Analyze various resources to aid in managing challenging legal and ethical situations.	Engagement, Application	Standard 6	Standard 18	Standard 19	Professional Development Mini Workshop
CLO4: Interpret the emerging legal and ethical components of technology in counseling	Engagement, Application	Standard 6	Standard 18	Standard 19	Professional Development Mini Workshop

Week 1: Introduction

Learning Objectives

1.69	Identify laws and ethics related to school counseling.	CLO1
1.70	Analyze values and beliefs related to ethical standards.	CLO1
1.71	Explain the ethical decision-making model.	CLO1, CLO2

Activities and Resources

Readings	1.1, 1.2, 1.3
<p><i>Ethical and Legal Issues in School Counseling</i></p> <ul style="list-style-type: none">• Ch. 4: Preventing Child Abuse• Ch. 5: Preventing Harm from Violence	
<p><i>School Counseling Principles</i></p> <ul style="list-style-type: none">• Ch. 1: Introduction• Ch. 2: Professionalism• Ch. 7: Child Abuse	
<p><i>Online Resources</i></p> <p>Read the following:</p> <ul style="list-style-type: none">• Gudeman, <i>HIPAA or FERPA? A Primer on Sharing School Health Information in California</i>, 2nd ed., National Center for Youth Law (2018). Retrieved from https://youthlaw.org/wp-content/uploads/2018/10/2018.10.23-HIPAAorFERPA-California.pdf.• ASCA Ethical Standards for School Counselors (Adopted 1984; revised 1992, 1998, 2004, and 2010, 2016). Alexandria, VA: American School Counselor Association. Retrieved from https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf. <p>Download and read the following:</p> <ul style="list-style-type: none">• Mental Health Services Act (Revised January 27, 2020) available at: https://mhsoac.ca.gov/document/2020-02/mental-health-services-act-revised-january-27-2020.• NASP 2020 Professional Standards, including the Principles for Professional Ethics (Approved May 2020) available at: https://www.nasponline.org/standards-and-certification/professional-ethics.	
<p><i>YouTube</i></p> <p>View the "What is the ASCA National Model?" video [4:54].</p>	

Preparation: Counselor Interview Paper	N/A
<p>Locate a school-based counselor that services students from a mental health model, such as a SBMH counselor or school psychologist.</p> <p>Schedule a time to interview them for the Counselor Interview Paper assignment that will be due at the end of Week 2.</p>	

Use the following questions in your interview:

- What are the most common legal and ethical issues you encounter as a school counselor?
- Can you provide an example of a case you managed that presented a legal and ethical dilemma? What was the result?
- Have you ever been called to testify in a court case involving a student? Explain
- Where do you go for guidance and support for ethical and legal issues?
- How do you keep case notes for students?
- Does your school or district provide you with professional development related to legal and ethical standards practice?

Note. You may ask any additional questions you may have.

Ensure you give yourself enough time to write the paper about the interview.

Assignments

Discussion: HIPAA & FERPA

1.1

Respond to the following prompts in the HIPAA & FERPA discussion forum by Wednesday: What is your understanding of the difference between HIPAA and FERPA in relation to confidentiality with minors in school-based counseling?

Cite your textbooks or other resources provided this week in your response.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Discussion: Reporting Procedures

1.3

Research your current district or school policies and procedures handbook to review the current child abuse reporting procedures.

Respond to the following prompts in the Reporting Procedures discussion forum by Friday:

- What is the current procedure for reporting abuse if you were the person receiving the information from a student?
- How would you go about helping a teacher if they asked for assistance in filing a report after a student disclosed that they were being physically abused in their home?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Law & Ethics Article Review

1.1, 1.2, 1.3

Research an article of interest related to law and ethics of a specific population using the Aliant Library.

Ensure the article you select has been published in the last five years.

Write a two-to three-page review of the article:

- Identification of the specific ethical and legal guidelines involved
- An in-depth analysis of the impact on the practice of school counselors
- Personal perspective of the ethical, legal, and professional issues involved

Format your paper consistent with APA style guidelines.

Submit your paper as a Word document by Sunday.

[Week 2: Confidentiality–FERPA](#)

Learning Objectives

2.63 Explain ethical considerations related to the Family Educational Rights and Privacy Act (FERPA).

CLO1, CLO2

<p>2.64 Determine a school counselor’s role and obligations in legal proceedings.</p>	<p>CLO1, CLO2</p>
<p>2.65 Interpret how confidentiality is utilized in the school-based mental health setting.</p>	<p>CLO1, CLO2</p>

Activities and Resources

<p>Readings</p>	<p>2.1, 2.2, 2.3</p>
<p><i>Ethical and Legal Issues in School Counseling</i> Ch. 2: Confidentiality and Counseling Records</p>	
<p><i>School Counseling Principles</i></p> <ul style="list-style-type: none"> • Ch. 4: Family Educational Rights and Privacy Act • Ch. 6: Obligations to the Courts 	
<p><i>Online Resources</i> Read the Family Educational Rights and Privacy Act (FERPA) website from the U.S. Department of Education. Retrieved from https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.</p>	
<p><i>YouTube</i> View the following videos:</p> <ul style="list-style-type: none"> • “Student Privacy 101: FERPA for Parents and Students” [4:03] • “2016 ASCA Webinar Series: 2016 ASCA Ethical Standards for School Counselors” [1:19:14] 	

<p>Preparation: Professional Development Mini Workshop–Group Presentation</p>	<p>COURSE</p>
<p>Imagine your local school district has asked the school counseling program to provide staff with an understanding of a school counselor’s role and limitations regarding working with students.</p> <p>Develop a 15-minute or less professional development mini workshop geared toward school-based faculty. This is often the amount of time allotted in a staff meeting for presentations.</p>	

Note. You will be developing this professional development mini workshop in groups. You may use any online tool you want to meet as a group such as Zoom or Google hangouts or simply have a group conference call. The choice is yours; your instructor will post information on group formation at the beginning of Week 2 so that you may coordinate through email or group discussions through Canvas.

Consider including the following in your professional development mini workshop:

- Description of a school counselor’s role
- Important legal and ethical guidelines school counselors abide by
- Ethical boundaries in schools
- Dual relationships
- Timelines
- Child abuse reporting
- Confidentiality
- Other information your group wants to provide

Note. Be creative, you may use a common presentation tool to help support your professional development mini workshop. Challenge yourself and your group to use an online tool such as Canva or something from Googles resources for Educators.

Prepare to submit an outline of your workshop by Sunday this week.

Note. You will deliver your professional development mini workshop in Week 8.

Faculty Note.

Post an announcement this week about how you want the groups formed. Either students self-select or you assign them to groups. You will want to have this announcement posted by *Monday of Week 2*.

Create the groups in Canvas, once they are identified, so students can coordinate schedules:

- Groups Overview: <https://community.canvaslms.com/videos/1113-groups-overview-instructors>
- Canvas table of contents for guides about groups: https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_Groups

Consider tying the groups to Week 8 assignment so that you can grade everyone in the group at once, instead of one at a time. The links above provide information on how to set this up in Canvas.

Assignments

Discussion: FERPA Scenario

2.1

Imagine you receive a call from the local police department asking if you could verify attendance for a few students suspected for vandalism in the community.

Respond to the following prompts in the FERPA Scenario discussion forum by Wednesday:

- Can you give the police the attendance information?
- What specific FERPA guidelines might be applied to this scenario?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

ANSWER.

You cannot give attendance information to the police department. Attendance records are considered part of the educational record and cannot be released without the consent of the student (if over 18) or the parent. Unless a warrant is served, providing the information to any outside party, including local police, it would violate FERPA.

The law does provide the release of info if it is designated as *directory information*; it could be released if the criminal activity was related to a health and safety emergency; or if the student is being adjudicated under the juvenile court system. The School Resource Officer would have access to the information as a police liaison.

Assignment: Counselor Interview Paper

2.2, 2.3

Interview a school-based counselor that services students from a mental health model, such as a SBMH counselor or school psychologist.

Write a two-to three-page summary of your interview that includes responses to the following:

- What are the most common legal and ethical issues you encounter as a school counselor?
- Can you provide an example of a case you managed that presented a legal and ethical dilemma? What was the result?
- Have you ever been called to testify in a court case involving a student? Explain
- Where do you go for guidance and support for ethical and legal issues?
- How do you keep case notes for students?
- Does your school or district provide you with professional development related to legal and ethical standards practice?

Submit your paper as a Word document by Sunday.

Assignment: Professional Development Mini Workshop–Outline	COURSE
<p>Brainstorm an outline for your professional development mini workshop. If you use any of the items listed below, identify what you will include under each item.</p> <ul style="list-style-type: none"> • Description of a school counselor’s role • Important legal and ethical guidelines school counselors abide by • Ethical boundaries in schools • Dual relationships • Timelines • Child abuse reporting • Confidentiality • Other information your group wants to provide <p>Note. This is just an outline and can change as you develop each component. You are only required to provide enough information for your instructor to have an idea of what you will include in your professional development mini workshop.</p> <p>Submit your outline as a Word document by Sunday.</p>	

[Week 3: Confidentiality with Minors in Schools](#)

Learning Objectives

3.63 Explain confidentiality issues related to minors in school counseling.	CLO1, CLO2
3.64 Determine privacy and confidentiality with social media and technology.	CLO2, CLO3
3.65 Explain confidentiality with sexually active students.	CLO1, CLO2, CLO3
3.66 Identify the laws related to session documentation and confidentiality of minors.	CLO1, CLO2

Activities and Resources

Readings	3.1, 3.2, 3.3, 3.4
<p>School Counseling Principles</p> <ul style="list-style-type: none">Ch. 2: ProfessionalismCh. 9: Sexually Active Students <p>Review Ch. 6: Obligations to the Courts</p>	
<p>Online Resources</p> <p>Understanding Confidentiality and Minor Consent in California: An Adolescent Provider Toolkit retrieved from http://www.publichealth.lacounty.gov/dhsp/Providers/toolkit2.pdf.</p> <p>California Legislative Information: Family Code retrieved from http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=FAM&sectionNum=6924.</p> <p>Gudeman, <i>HIPAA or FERPA? A Primer on Sharing School Health Information in California</i>, 2nd ed., National Center for Youth Law (2018). Retrieved from https://youthlaw.org/wp-content/uploads/2018/10/2018.10.23-HIPAAorFERPA-California.pdf.</p> <p>Teen Health Law, a project of the National Center for Youth Law, retrieved from http://teenhealthlaw.org/.</p>	

Assignments

Discussion: Confidentiality	3.1, 3.2, 3.4
<p>Respond to the following prompts in the Confidentiality discussion forum by Wednesday:</p> <ul style="list-style-type: none">When would FERPA and HIPAA laws overlap regarding sharing school-based mental health information and private therapist information?What would be best practices for keeping notes for school-based mental health sessions?What is your school or district policy related to note-keeping for counseling and direct mental health services? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Confidentiality with Minors Paper

3.1, 3.3

Imagine a student that you have been seeing for school-based counseling recently came to you and told you that she was pregnant. She told you she was not sure if she wanted to keep the baby, but regardless she wanted to stay in school.

Write a two-to three-page paper describing what would be your steps in counseling the student.

Reference any pertinent legal and ethical guidelines, such as Title IX.

Use the recommendations in Chapter 9 of *School Counseling Principles* to guide your answer.

Submit your paper as a Word document by Sunday.

[Week 4: Issues in Group & Individual Counseling](#)

[Learning Objectives](#)

4.64 Explain disclosures such as informed consent, group norms, and confidentiality restrictions.

CLO1, CLO2

4.65 Explain confidentiality issues in group counseling.

CLO1, CLO2, CLO3

4.66 Determine ethical considerations for inclusion in group versus individual counseling.

CLO2, CLO3

[Activities and Resources](#)

Readings

4.1, 4.2, 4.3

School Counseling Principles

- Ch. 8: Individual and Group Counseling
- Ch. 12: Bullying, Cyberbullying and Sexting

Online Resources

Get Your Group On! Facilitating Psychoeducational Groups in Schools, ASCA Webinar Series: American School Counselor Association. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Webinars/GetYourGroupOnHandouts.pdf>.

Informed Consent with Children and Adolescents from the Society for the Advancement of Psychotherapy. Retrieved from <https://societyforpsychotherapy.org/informed-consent-with-children-and-adolescents/>.

Assignments

Discussion: Group Counseling & Informed Consent

4.2

Respond to the following prompts in the Group Counseling & Informed Consent discussion forum by Wednesday:

- What are some things to consider when screening students for participation in group counseling?
- What are the best practices for including the student in the informed consent process?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Confidentiality & Group Norms

4.1

Create your own posters or office signs that describe the rules and restrictions to confidentiality and group norms.

Utilize an online tool such as [Canva](#), [Piktochart](#), or other one with which you are familiar to make your posters or office signs.

Submit a link or links to your posters or signs by Sunday.

Assignment: Informed Consent Form	4.1, 4.2, 4.3
<p>Create an informed consent form to use in your school that includes the following information:</p> <ul style="list-style-type: none">• How a student is referred for counseling• Format of counseling offered• Provider of the counseling• Explain the opt in option for parents• How information about progress, concerns or other information is shared with parents and other educational staff.• Focus of the counseling and possible outcomes• Cost (if any)• Contact information• Consent and release of information paperwork for parents to complete and return <p>Submit your form as a Word document by Sunday.</p>	

[Week 5: Diversity & Special Populations](#)

Learning Objectives

5.63 Determine the impact of multicultural diversity on school counseling practices.	CLO2, CLO3
5.64 Explain the role of the school counselor in relation to special education.	CLO3

Activities and Resources

Readings	5.1, 5.2
<p><i>Ethical and Legal Issues in School Counseling</i></p> <ul style="list-style-type: none">• Ch. 6: Sexual Minority Students• Ch. 7: Racial Minority Students	

School Counseling Principles

Ch. 10: Lesbian, Gay, Bisexual, Transgender, and Questioning Students

Alliant Library

- Merlin, C. (2017). [School Counselors and Multicultural Education: Applying the Five Dimensions](#). *Journal of School Counseling*, 15(6).
- Frank, D. A., II, & Cannon, E. P. (2009). [Creative Approaches to Serving LGBTQ Youth in Schools](#). *Journal of School Counseling*, 7(35), 1–25.

Online Resources

The School Counselor and Cultural Diversity from the American School Counselor Association. Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_CulturalDiversity.pdf.

The School Counselor and Students with Disabilities from the American School Counselor Association. Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf.

YouTube

View the “[Understanding the Importance of Multicultural Counseling](#)” video [2:26].

Assignments

Discussion: Students with Disabilities

5.2

Respond to the following prompts in the Students with Disabilities discussion forum by Wednesday:

- What are some of the roles you may take on when working with students with disabilities?
- What are some things to consider prior to beginning counseling with a student that has an active IEP?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Multicultural Counseling	5.1
<p>Write a two-to three-page paper describing how you might integrate the five dimensions of multicultural education in your school counseling practice.</p> <p>Include references and in-text citations.</p> <p>Format your paper consistent with APA style guidelines.</p> <p>Submit your paper as a Word document by Sunday.</p>	

Assignment: Professional Development Mini Workshop—Group Presentation Draft	COURSE
<p>Imagine your local school district has asked the school counseling program to provide staff with an understanding of a school counselor’s role and limitations regarding working with students.</p> <p>Develop a <i>15-minute or less</i> professional development mini workshop geared toward school-based faculty. This is often the amount of time allotted in a staff meeting for presentations.</p> <p>Note. You will be developing this professional development mini workshop in groups. You may use any online tool you want to meet as a group such as Zoom or Google hangouts or simply have a group conference call. The choice is yours; your instructor will post information on group formation at the beginning of Week 2 so that you may coordinate through email or group discussions through Canvas.</p> <p>Consider including the following in your professional development mini workshop:</p> <ul style="list-style-type: none">• Description of a school counselor’s role• Important legal and ethical guidelines school counselors abide by• Ethical boundaries in schools• Dual relationships• Timelines• Child abuse reporting• Confidentiality• Other information your group wants to provide <p>Note. Be creative, you may use a common presentation tool to help support your professional development mini workshop. Challenge yourself and your group to use an online tool such as Canva or something from Googles resources for Educators.</p> <p>Submit a draft of your workshop by Sunday this week.</p>	

Note. You will deliver your professional development mini workshop in Week 8.

Week 6: Management Issues & Threat & Risk Assessment

Learning Objectives

6.65 Determine ethical and legal obligations regarding self-harm and dating violence.	CLO1, CLO2, CLO3
6.66 Explain confidentiality, laws, and ethics related to bullying and cyberbullying.	CLO1, CLO2, CLO3

Activities and Resources

Readings	6.1, 6.2
<p><i>Ethical and Legal Issues in School Counseling</i></p> <p>Review Ch. 2: Confidentiality and Counseling Records</p>	
<p><i>School Counseling Principles</i></p> <p>Ch. 13: Violence and Criminal Activity</p>	
<p><i>Alliant Library</i></p> <p>Vaillancourt, K. M., & Gibson, N. A. (2014). Model School District Policy for Suicide Prevention. <i>Communique</i>, 43(2), 1–24.</p>	
<p><i>Online Resources</i></p> <p>Crawford, S., Doss, K. M., Babel, K. H., & Bush, H. (2017). Cyberbullying and the Law: Implications for Professional School Counselor. <i>Georgia School Counselors Association Journal</i>, 25, 70–78.</p> <p>Threat Assessment for School Administrators & Crisis Teams from the National Association of School Psychologists Online. Retrieved from https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/threat-assessment-at-school/threat-assessment-for-school-administrators-and-crisis-teams.</p>	
<p><i>YouTube</i></p>	

View the “[Understanding the Importance of Multicultural Counseling](#)” video [2:26].

Assignments

Discussion: Suicide Prevention

6.1

Compare the components of the Model School District Policy for Suicide Prevention to your local school district.

Respond to the following prompts in the Suicide Prevention discussion forum by Wednesday:

- What elements are included at your local school district?
- How are the model policy and your local school district policy different?
- How could your local school district policy be improved so that it aligns with the model policy?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Cyberbullying

6.2

Write a one-to two-page paper describing the considerations needed if a student comes to you with a complaint about cyberbullying on social media by another student at the school?

Reference current LEA policies and procedure as well as state and federal laws that may apply.

Format your paper consistent with APA style guidelines.

Submit your paper as a Word document by Sunday.

Assignment: Management Issues	6.1, 6.2
<p>Create a teacher handout or brochure about self-harm, dating violence, bullying or cyberbullying.</p> <p>Include the following elements in your handout or brochure:</p> <ul style="list-style-type: none"> • Signs and symptoms to be aware of with the topic • Statistics specific to your school population • Steps educators can take when they notice signs and symptoms • Local, online, and national resources for educators to share or use with students and families <p>Utilize an online tool such as Canva, Lucidpress, or other one with which you are familiar to create your handout or brochure.</p> <p>Submit a link to your handout or brochure by Sunday.</p>	

[Week 7: Child Abuse, Trafficking, & Negligence](#)

Learning Objectives

7.55 Explain local, state, and federal laws related to child abuse and neglect reporting.	CLO1, CLO2
7.56 Determine how to identify and report human trafficking student issues.	CLO1, CLO2
7.57 Explain the reporting procedures and policies of the local LEA related to child abuse, neglect, and trafficking.	CLO1, CLO2

Activities and Resources

Readings	7.1, 7.2, 7.3
<i>Ethical and Legal Issues in School Counseling</i>	

Review Ch. 4: Preventing Child Abuse

School Counseling Principles

Review Ch. 7: Child Abuse

Online Resources

National Center for Youth Law. June 2017. When Sexual Intercourse with a Minor Must Be Reported as Child Abuse by Mandated Reporters: California Law. Retrieved from <http://fosterreprohealth.org/wp-content/uploads/2018/04/NCYL-Chart-Minor-Sexual-Intercourse-Reporting.pdf>.

Center for Families, Children & the Courts. 2017. Human Trafficking in California Toolkit for Judicial Officers. Retrieved from <https://www.courts.ca.gov/documents/human-trafficking-toolkit-cfcc.pdf>.

The School Counselor and Child Abuse and Neglect Prevention from the American School Counselor Association. Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ChildAbuse.pdf.

AB 327: CA Child Abuse Reporting. Appendix A: Child Sexual Assault Reporting Requirements. Retrieved from <http://publichealth.lacounty.gov/mch/cpsp/CChildAbuseRpt.pdf>.

Child Abuse Identification & Reporting Guidelines from the California Department of Education. Retrieved from <https://www.cde.ca.gov/ls/ss/ap/childabusereportingguide.asp>.

Signs of Human Trafficking from the National Human Trafficking Resource Center (NHTRC) Information. Retrieved from https://www.sdcca.org/preventing/human-trafficking/nhtrc-info.html#signs_list.

Human Trafficking Awareness for Educators. 2015. National Human Trafficking Resource Center. Retrieved from <https://polarisproject.adobeconnect.com/p7zjdyrfetj/>.

Assignments

Discussion: Child Abuse & Neglect Reporting

7.1

Reference your local LEA policies and procedures to identify the reporting process for child abuse and neglect.

Respond to the following prompts in the Child Abuse & Neglect Reporting discussion forum by Wednesday: Do you feel your local LEA policies and procedures for identifying and reporting child abuse and neglect are comprehensively aligned with the state and federal guidelines and requirements? Why or why not?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Child Abuse, Neglect, & Human Trafficking

7.2, 7.3

Create a brochure as an educational tool for teachers and staff with the core elements of child abuse, neglect, and human trafficking.

Include the following information:

- Signs of child abuse, neglect and human trafficking in students
- Reporting laws
- Local LEA procedure for reporting
- Resources such as the child abuse hotline, human trafficking hotline, websites, etc.
- Your contact information

Utilize an online tool such as [Canva](#), [Piktochart](#), or other one with which you are familiar to make your brochure.

Submit a link to your brochure by Sunday.

[Week 8: Technology & Counseling](#)

Learning Objectives

8.49 Interpret ethical and legal guidelines surrounding telehealth counseling.	CLO1, CLO4
8.50 Determine the ethical differences between providing telehealth and on-site counseling.	CLO1, CLO2, CLO4
8.51 Analyze the role of school psychologist in relation to student misuse of technology related to counseling.	CLO2, CLO4

Activities and Resources

Readings	8.1, 8.2, 8.3
<i>Ethical and Legal Issues in School Counseling</i> Ch. 1: Technology Challenges	
<i>School Counseling Principles</i> Ch. 3: Cyberspace	
<i>Online Resources</i> ASCA Toolkit: Virtual High School Counseling from the American School Counselor Association. Retrieved from https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-high-school-counseling . ASCA Toolkit: Virtual Middle School Counseling from the American School Counselor Association. Retrieved from https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-middle-school-counseling . ASCA Ethical Standards for School Counselors (Adopted 1984; revised 1992, 1998, 2004, and 2010, 2016). Alexandria, VA: American School Counselor Association. Retrieved from https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf . Ethical Considerations: School Counseling in a Virtual Setting (Part 1) from the American School Counselor Association. Retrieved from https://videos.schoolcounselor.org/ethics-virtual-school-counseling . Ethical Considerations: School Counseling in a Virtual Setting (Part 2) from the American School Counselor Association. Retrieved from https://videos.schoolcounselor.org/ethical-considerations-school-counseling-in-a-virtual-setting-part-2 .	

Assignments

Discussion: School Counseling in a Virtual Setting	8.1, 8.2, 8.3
Respond to the following prompts in the School Counseling in a Virtual Setting discussion forum by Wednesday: <ul style="list-style-type: none">• How do FERPA and the Ethical Standards for School Counselors impact the availability of school counseling in a virtual setting to your students?• What are the main ethical differences between providing telehealth and on-site counseling?• What is your role when a student misuses technology?	

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Professional Development Mini Workshop–Group Presentation

COURSE

Imagine your local school district has asked the school counseling program to provide staff with an understanding of a school counselor’s role and limitations regarding working with students.

Develop a *15-minute or less* professional development mini workshop geared toward school-based faculty. This is often the amount of time allotted in a staff meeting for presentations.

Note. You will be developing this professional development mini workshop in groups. You may use any online tool you want to meet as a group such as Zoom or Google hangouts or simply have a group conference call. The choice is yours; your instructor will post information on group formation at the beginning of Week 2 so that you may coordinate through email or group discussions through Canvas.

Consider including the following in your professional development mini workshop:

- Description of a school counselor’s role
- Important legal and ethical guidelines school counselors abide by
- Ethical boundaries in schools
- Dual relationships
- Timelines
- Child abuse reporting
- Confidentiality
- Other information your group wants to provide

Note. Be creative, you may use a common presentation tool to help support your professional development mini workshop. Challenge yourself and your group to use an online tool such as Canva or something from Googles resources for Educators.

Deliver your professional development mini workshop during your groups scheduled day and time.

Faculty Note.

Post an announcement this week about how you want the groups formed. Either students self-select or you assign them to groups. You will want to have this announcement posted by *Monday of Week 2*.

Create the groups in Canvas, once they are identified, so students can coordinate schedules:

- Groups Overview: <https://community.canvaslms.com/videos/1113-groups-overview-instructors>
- Canvas table of contents for guides about groups: https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_Groups

Consider tying the groups to Week 8 assignment so that you can grade everyone in the group at once, instead of one at a time. The links above provide information on how to set this up in Canvas.

Rubrics

Discussion Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Initial Response to the Forum Topic 4 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic 4 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Paper Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 2 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 6 points	Demonstrates an above average level of knowledge of the	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

	connection between research and practice.			
References 2 points	The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product.	The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product.	The work product provides a general reference section with few or no sources cited.	The work product has no reference section with few or no sources cited.
Format 2 points	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.

Handouts Rubrics

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 3 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 8 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
References 4 points	The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product.	The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product.	The work product provides a general reference section with few or no sources cited.	The work product has no reference section with few or no sources cited.

Signature Assignment Week 3 Outline

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%

Elements 2 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 6 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

Signature Assignment Week 5 Draft

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 3 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 7 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

Signature Assignment Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements (2 pts)	Presentation addresses the key elements required and goes beyond the parameters of the assignment.	Presentation addresses the key elements required and meets the parameters of the assignment.	Presentation attempts to address the key elements required and meets the parameters of the assignment.	Presentation attempts to address a few of the key elements required but is missing information.
Analysis & Evidence (8 pts)	Presentation shows an in-depth analysis with a firm understanding of the concepts. Evidence is relevant, with a strong connection to the main point.	Presentation shows a level of analysis with a clear understanding of concepts. Evidence is used to support the presentation, but some are unclear or irrelevant.	Presentation shows a level of analysis with a clear understanding of concepts, but connections made are unclear or inaccurate. Evidence is used to support the presentation, but some are unclear or irrelevant.	Presentation provides some analysis, but connections made are unclear or inaccurate. Some evidence used but does not clearly support the analysis.

<p>Performance (3 pts)</p>	<p>Strong audience interaction. Visual and communication aids used to contribute to the quality of the presentation. High level of creativity shown.</p>	<p>Provides some audience interaction. Use of visual or communication aids. Shows an acceptable level of creativity in the presentation.</p>	<p>Provides some audience interaction. Use of some visual or communication aids. Shows some level of creativity in the presentation.</p>	<p>Provides some audience interaction. Little to no visual or communication aids. Shows small amount of creativity in the presentation.</p>
<p>Structure (3 pts)</p>	<p>Presentation is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points.</p>	<p>Organized logically and flows smoothly. Content presented are coherent, transitions well, and points are clearly stated. Only a few areas seem disconnected and vague.</p>	<p>Organized logically and flows smoothly. Most content presented is coherent, transitions need more development, and points are clearly stated. Only a few areas seem disconnected and vague.</p>	<p>Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.</p>
<p>Grammar & Spelling (2 pts)</p>	<p>Presentation follows proper structure, grammar, and spelling. Little to no errors throughout the entire presentation.</p>	<p>Presentation follows proper structure, grammar, and spelling. Few errors are shown.</p>	<p>Presentation contains a few errors in structure, grammar, and spelling. Few errors are shown.</p>	<p>Presentation follows some proper structure, grammar, and spelling but contains enough errors to distract the viewer.</p>
<p>Citation (2 pts)</p>	<p>Sources used follow guidelines required by the college. There are little, to no errors made.</p>	<p>Sources used follow guidelines required by the college; however, there are a few errors.</p>	<p>Sources used follow guidelines required by the college; however, there are a few errors.</p>	<p>Minimal sources used and inconsistently follows guidelines required by the college.</p>

PPS71010A: Internship

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards		Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Define, for clarity, the role and function of the School Psychologist.	Application	Standard 1, 6, 14 & 16	Standard 1, 18, 22, 24, 25, 31 & 32	Discussion Week 1
CLO2: Assess your knowledge of general education programming within your public-school organization.	Engagement	Standard 6, 13 & 15	Standard 18, 20, 23, 26	Discussion Week 1
CLO3: Determine the importance of confidentiality and record keeping practices as outlined by state and federal guidelines (IDEA and California Education Code).	Application	Standard 6	Standard 19 & 26	Discussion Week 1 & 2
CLO4: Evaluate the need for direct and indirect intervention and prevention skills in one or more of the following areas: academics, behavior, crisis management, or group and individual counseling.	Leadership	Standard 5, 13 & 15	Standard 17, 18, 19, 20, 21	Discussion Week 4 & 5
CLO5: Interpret state and federal legal considerations applied to psychoeducational assessments and written reports in the professional practice of school psychology.	Leadership	Standard 4, 6, 11 & 15	Standard 22 & 26	Discussion Week 1, 4, 5 & 8
CLO6: Apply socio-cultural competence skills in communicating with students, parents, teachers and administration when presenting individual or group data and in-service presentations.	Application	Standard 2, 3, 8 10 & 14	Standard 17, 18, 19, 20, 22, 24 & 26	Discussion Week 7 & 8

Week 1: The Role & Function of the School Psychologist

Learning Objectives

<p>1.72 Identify the role expectations and function of school Psychologists within your school district.</p>	<p>CLO1, CLO2</p>
<p>1.73 Determine when to seek supervision during the internship process.</p>	<p>CLO1, CLO2</p>
<p>1.74 Apply your knowledge of the school district’s organization and operation of general and special education programming to your role as a school psychologist.</p>	

Activities and Resources

<p>Readings</p>	<p>1.1, 1.2, 1.3</p>
<p>Review the following:</p> <ul style="list-style-type: none"> • Alliant International University School Counselor Handbook • University Procedures and Expectations • NASP Domains: <ul style="list-style-type: none"> ○ Domain 1: Data-Based Decision Making and Accountability ○ Domain 10: Legal, Ethical, and Professional Practice <p>Refer to the materials listed in the Required Course Materials section as needed.</p>	

Assignments

<p>Discussion: Supervision Expectations</p>	<p>1.1, 1.2, 1.3</p>
<p>Consider the following:</p> <p><i>The internship is critical to the preparation of professionals capable of providing comprehensive, integrated school psychological services, and high-quality supervision is critical to a successful school psychology internship. The National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services (NASP, 2010a) and Standards for Graduate Preparation of School Psychologists (NASP, 2010c) call for school psychologists to engage in 10 domains of practice. These domains are:</i></p>	

- 1) *Data-Based Decision Making and Accountability*
- 2) *Consultation and Collaboration*
- 3) *Interventions and Instructional Support to Develop Academic Skills*
- 4) *Interventions and Mental Health Services to Develop Social and Life Skills*
- 5) *School-Wide Practices to Promote Learning*
- 6) *Prevention and Responsive Services*
- 7) *Family–School Collaboration Services*
- 8) *Diversity in Development and Learning*
- 9) *Research and Program Evaluation*
- 10) *Legal, Ethical, and Professional Practice*

Effective supervision helps interns successfully participate in experiences and acquire competence throughout these domains to become professionals capable of having a positive, measurable impact on children, youth, and families.

Best Practice Guidelines for School Psychology Intern Field Supervision and Mentoring, 2016 found at: www.nasponline.org

Respond to the following prompt in the Supervision Expectations discussion forum by Wednesday: What type of supervision do you anticipate receiving during your internship experience? Share at least three expectation you may have.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Week 2: Professional Responsibilities & Duties within the School District

Learning Objectives

2.66 Determine legally and ethically responsible methods for managing student records and files within the school district consistent with FERPA and IDEA guidelines.

CLO1, CLO2

2.67 Determine the effective use of all forms of communication when dealing with parents, students, teachers or other educational staff regarding student records and reports.	CLO1, CLO3, CLO5, CLO6
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Activities and Resources

Readings	2.1, 2.2
Review the following: <ul style="list-style-type: none">• Section 504: A Guide for Parents and Educators available on nasponline.org• NASP Domain 10: Legal, Ethical, and Professional Practice Refer to the materials listed in the Required Course Materials section as needed.	

Assignments

Discussion: Keeping Records	2.1, 2.2
Consider the following: <p><i>FAPE in IDEA is basically defined as an education that would provide the student with a reasonable expectation of receiving more than trivial benefit; and that was provided in accordance with the procedural requirements of IDEA. Services for the special education student are part of the IEP document which are confidential.</i></p> <p><i>Part B of the 2006 Final Regulations also makes it apparent that parents must be notified before special education records are destroyed. FERPA does not actually provide any information regarding the destruction of records, other than to prohibit their destruction if there is an on-going request from a parent or legal entity such as an Administrative Law Judge or attorney for the family to review them.</i></p> <p><i>Schools need to maintain records of students for whom headcount funds are received in case of an audit. While lawsuits such as Due Process Hearings alleging denial of FAPE are time limited, those time limitations are only applicable if the school can show it made parents aware of them. Typically, most districts apply a six-year time limit on keeping records, even though this reasonable it is not statutory, however, is important that parents be informed prior to the destruction of any records.</i></p> <p style="text-align: right;"><i>My School Psychology, 2018</i></p>	

Respond to the following prompts in the Keeping Records discussion forum by Wednesday:

- What is your district’s policy on keeping records for special education students such as IEP notes, assessment protocols, and written reports?
- Where are records kept? Do the school psychologists keep a separate file apart from the special education file?
- Does the school district or school psychologist have a time limit as to how long they keep records for special education students?
- Does the school district have a formal policy for informing parents before the destruction of any records?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 3: Academic Referrals & Assessment Practices within the School District](#)

Learning Objectives

3.67 Identify referral procedures for students with challenging academic concerns or behavior issues.	CLO1, CLO2, CLO4
3.68 Determine school district procedures regarding referral and researched-based assessment systems for students with challenging academic issues and behavior difficulties.	CLO3, CLO4
3.69 Apply skills in assisting school personnel with researched-based practices and assessment procedures for students with challenging academic problems and behavior concerns.	CLO1, CLO3, CLO4, CLO5

Activities and Resources

Readings	3.1, 3.2, 3.3
Review the following: <ul style="list-style-type: none"> • Primary Times: California Education Code General Provisions Section 56040-56048 	

- NASP Domains:
 - Domain 1: Data-Based Decision Making and Accountability
 - Domain 2: Consultation and Collaboration
 - Domain 8: Diversity in Development and Learning

Refer to the materials listed in the Required Course Materials section as needed.

Assignments

Discussion: Referral Procedures

3.1, 3.2, 3.3

Consider the following:

School Psychologists are often notified about pre-assessment teacher-parent meetings, often known as Student Study Teams, whenever possible to assist in determining whether their services are needed for a student psychoeducational evaluation. Since the school psychologist is the expert in determining the kind of assessment which is appropriate for each child, information gathered during a Student Study Team meeting on each perspective student 'allows the school psychologist to provide his or her input regarding any assessments that may be carried out as part of the student evaluation.' (IDEA §300.304)

Respond to the following prompts in the Referral Procedures discussion forum by Wednesday:

- What are your school district's referral procedures for students with academic and behavior difficulties who have been identified as possibly needing special education services?
- At what point does the school psychologist get involved?
- Who sends out the Assessment Plan?
- Who keeps a record of the time-lines per California Education Code Section 56043?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Week 4: Professional Expectations Regarding Crisis Intervention & Bullying Prevention

Learning Objectives

<p>4.67 Determine mandated reporting procedures in your school district.</p>	<p>CLO4</p>
<p>4.68 Analyze ethical considerations as outlined in professional organizations and district guidelines related to individual and group counseling and intervention.</p>	<p>CLO1, CLO3, CLO4</p>
<p>4.69 Interpret federal, state, and district policies and procedures for dealing with student-on-student bullying and harassment.</p>	<p>CLO4</p>
<p>4.70 Determine effective methods of crisis intervention and prevention techniques within the school district.</p>	<p>CLO4, CLO6</p>

Activities and Resources

<p>Readings</p>	<p>4.1, 4.2, 4.3, 4.4</p>
<p>Review the following:</p> <ul style="list-style-type: none"> • California Education Code Section § 32261 • California Anti-Bullying Laws and Policies available on stopbullying.gov • Bullying & Disability Harassment of Special Education Students (2016) available on disabilityrightsca.org • NASP Position Statement: Bullying Prevention and Intervention in Schools • NASP Domains: <ul style="list-style-type: none"> ○ Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills ○ Domain 6: Preventive and Responsive Services <p>Refer to the materials listed in the Required Course Materials section as needed.</p>	

Assignments

<p>Discussion: Bullying & Harassment</p>	<p>4.1, 4.2, 4.3, 4.4</p>
<p>Review the following:</p>	

Under Section 504, Title II, and Title IX, schools are responsible for providing students with a non-discriminatory educational environment.

Per California Education Code Section § 32261(d): "It is the intent of the Legislature in enacting this chapter to encourage school districts, county offices of education, law enforcement agencies, and agencies serving youth to develop and implement interagency strategies, in-service training programs, and activities that will improve school attendance and reduce school crime and violence, including vandalism, drug and alcohol abuse, gang membership, gang violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including, but not limited to, sexual harassment."

"The act of bullying and the harm it causes have typically been given little consideration; bullying is believed to be a natural and unfortunate part of growing up. The prevalence of bullying has come under scrutiny more recently because of the major role of bullying as a precursor to the notorious and avoidable incidents of school violence across the nation. It is now known that bullying behavior is common among children and that the harmful and lasting effects on children deserve special attention. Education Code Section 215: Suicide prevention policies must be in place for the 2017-2018 school year for schools serving students in 7th to 12th grades" (CDE, 2017).

"The National Association of School Psychologists (NASP) supports equal access to education and mental health services for all youth within public, charter, and private schools. Aggression and intimidation violate the right of students to receive equal educational opportunities and subsequently reduce academic engaged time. Failure to address bullying in the school setting perpetuates an environment that is unsafe and not supportive of academic achievement, social-emotional development, and mental health. NASP believes that school psychologists are ethically obligated to ensure that all students have an equal opportunity to learn and develop in an environment free from discrimination, harassment, aggression, violence, and abuse" (NASP, 2012).

Consider the following scenario:

Mindy, a sophomore, is in your Academic Enrichment group at school. She is a struggling student and one who is considered obese. She reveals that she is embarrassed to change into her gym outfit at school because the other girls tease her about being fat and call her names. They have even taken pictures of her with their cell phones and sent them to several other schoolmates. She comes to you for help.

Respond to the following prompts in the Bullying & Harassment discussion forum by Wednesday:

- What do you believe is your responsibility in this situation?
- How will you within the framework of the school district's policy regarding bullying and harassment?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 5: Academic & Behavioral Support Systems for Students in General Education Classrooms](#)

Learning Objectives

5.65	Identify academic and behavior support strategies used within the public-school system.	CLO2, CLO4
5.66	Determine effective individual academic and behavioral techniques for students with social or emotional needs within the general education population.	CLO2, CLO3, CLO4
5.67	Interpret positive intervention behavioral techniques as they pertain to students with challenging behaviors in the general education classroom.	CLO1, CLO2, CLO4, CLO6

Activities and Resources

Readings	5.1, 5.2, 5.3
<p>Review the following:</p> <ul style="list-style-type: none"> • NASP Domains: <ul style="list-style-type: none"> ○ Domain 2: Consultation and Collaboration ○ Domain 7: Family–School Collaboration Services <p>Refer to the materials listed in the Required Course Materials section as needed.</p>	

Assignments

Discussion: PBS System	5.1, 5.2, 5.3
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Consider the following:

"Positive Behavior Intervention Supports (PBIS) is not a new theory of behavior, but a behaviorally based systems approach to enhancing the schools' ability to design effective environments that are conducive to quality teaching and learning. PBIS is not a new theory of behavior, but a behaviorally based systems approach to enhancing the schools' ability to design effective environments that are conducive to quality teaching and learning. It should be noted that PBIS is not a new theory of behavior, but a "behaviorally based systems approach" to enhancing the schools' ability to design effective environments that are conducive to quality teaching and learning.

"One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavior management plans, a continuum of positive behavior support for all students within the school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

"Schoolwide positive behavior support is an application of behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs"

(Positive Behavior and Intervention Supports, 2018).

Select one of the following topics:

- The use of specific strategies that work for all students in the school, since every child entering school needs behavior support.
- The use of team building and problem-solving strategies that are expected, taught, and reinforced.
- School-wide collaboration strategies toward multiple community support systems such as education, juvenile justice, community mental health, family, or medical.
- School-wide data-driven or empirically validated procedures and systems that demonstrate the effectiveness, efficiency, and relevance in preventing problem behaviors within the school.

Respond to the following prompts in the PBS System discussion forum by Wednesday: How do personnel at your school or district implement a school-wide positive behavior support (PBS) system? If your school does not have a PBS system, how could you assist school personnel to change a possibly reactive and aversive approach to managing problem behaviors to one that is proactive, preventive and positive?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Week 6: Academic & Behavioral Support Systems for Students within Special Education

Programs

Learning Objectives

6.67 Identify state and federal laws that pertain to developing positive behavior supports for students within special education programs.	CLO1, CLO2, CLO4, CLO6
6.68 Determine individual academic assessment techniques needed in evaluating students who have been identified as having special needs.	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
6.69 Interpret applied behavior modification and positive behavioral strategies for students who display challenging behaviors.	CLO4, CLO6
6.70 Determine data collection and monitoring systems for special education students who display unacceptable or serious behavior issues.	CLO4, CLO5

Activities and Resources

Readings	6.1, 6.2, 6.3, 6.4
Review the following: <ul style="list-style-type: none">• Positive Behavior and Intervention Supports available at https://www.pbis.org/school• NASP Domains:<ul style="list-style-type: none">○ Domain 2: Consultation and Collaboration○ Domain 7: Family–School Collaboration Services <p>Refer to the materials listed in the Required Course Materials section as needed.</p>	

Assignments

Discussion: FBA	6.1, 6.2, 6.3, 6.4
Review the following:	

Many students face personal barriers that prevent them from doing well in school, including overworked or absent parents, social-emotional problems such as not enough to qualify them for special education, and behavioral problems such as not getting their work done, occasional bursts of anger, some defiance issues. Schools may enlist school psychologists to help provide various learning supports such as consultation with the teacher, academic support groups, short-term training and modeling in basic behavior modification strategies that target the psychosocial and educational roadblocks to a student's success.

There are several types of events that can trigger students to disrupt the classroom with their behavior. School psychologists may also be asked to observe the student's unacceptable or problem behavior and gather data that records the when, where, how long, and intensity of the behavior.

Federal law (IDEA) requires the IEP team to consider PBIS in response to a situation, or to identify other legal requirements for a situation involving the behavior or discipline of a student with a disability. Per IDEA (20 U.S.C. Section 1414(d)(3)(B)(i): "The IEP team (needs) to consider the use of Positive Behavioral Interventions and Supports for any student who behavior impedes his or her learning or the learning of others."

Consider the following scenario:

Armond Cabrera is a 5th grade English speaking Hispanic student who lives with both biological parents. His parents are generally supportive, but do not often return phone calls and rarely attend scheduled Parent-Teacher meetings. Armond does OK in math but has extremely poor reading and writing skills; he has average intelligence but major auditory processing difficulties which affect his pragmatic and social skills and thus has an IEP. Armond often says things at the wrong time that seem right to him but are socially inappropriate. The teacher has tried correcting him but Armond becomes angry if corrected. When Armond gets angry he will yell at the teacher and throw things such as pencils, books, and chairs. An IEP meeting will be convened to review Armond's behavior and how it is affecting his work at school.

Respond to the following prompts in the FBA discussion forum by Wednesday:

- What is the process your school district uses to determine the possible need for a Functional Behavior Assessment that might be needed to address a student such as Armond?
- How does this process help the classroom teacher to take a more proactive and positive approach in dealing with Armond's behavior?

Note. Your task is not to try and solve the above problem or come up with specific behavioral strategies.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

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Week 7: Working with Diverse Populations

Learning Objectives

7.58 Explain the establishment and monitoring of programming within the school district of diverse general and special education populations.	CLO1, CLO2, CLO6
7.59 Identify local and district policies supported by state and federal laws regarding diverse student populations within special and general education programs.	CLO1, CLO2, CLO6
7.60 Interpret policies regarding assessment of diverse student populations and special education procedures within the school district.	CLO1, CLO2, CLO6

Activities and Resources

Readings	7.1, 7.2, 7.3
Review the following: <ul style="list-style-type: none">• Diversity available on nasponline.org• Cultural Competence available on nasponline.org• NASP Domains:<ul style="list-style-type: none">○ Domain 2: Consultation and Collaboration○ Domain 7: Family–School Collaboration Services <p>Refer to the materials listed in the Required Course Materials section as needed.</p>	
Alliant Library	
Shriberg, D., Bonner, M., Sarr, B. J., Walker, A. M., Hyland, M., & Chester, C. (2008). Social Justice Through a School Psychology Lens: Definition and Applications . <i>School Psychology Review</i> , 37(4), 453-468.	

Assignments

Discussion: Diversity

7.1, 7.2, 7.3

Consider the following:

The issues that families face at home often impacts a student's propensity to learn. Divorce, single parents, poverty, violence and many other issues are all challenges a student brings to school every day. While some teachers and administrators try to work with children in less than ideal family environments, they can only do so much—especially when parents are often not willing to partner with the schools to provide for the children.

Major Challenges Facing Public Schools, 2017 located at <https://www.publicschoolreview.com>

"NASP affirms the critical role that culturally and linguistically responsive school psychologists play in helping to close achievement gaps and decrease overrepresentation and underrepresentation of ELLs in special and gifted education, respectively. Best practices require training that includes, but is not limited to, the developmental processes of language acquisition and acculturation, their effect on standardized test performance, and the effectiveness of instructional strategies and interventions. All school psychologists are responsible for providing equitable and culturally responsive services to students and families"

NASP, 2015

School psychologists typically rely on standardized measures in the assessment of students within the school system. However, as populations become increasingly diverse within the public-school system, "creative and systematic considerations of the student's culture, the culture of the overall home and school context, and their interactions" within various environments often require that "traditional evaluation methods must supplement traditional evaluation methods"

Quinn, M.T., Jacob, E., (1999)

Adding culture to the tools of school psychologists.

NASP Communiqué (28)(1)

Respond to the following prompts in the Diversity discussion forum by Wednesday:

- What are the guidelines school psychologists in your school district use when dealing with student referral and the assessment of culturally and ethnically diverse students?
- How are the issues of ethnicity, culture and linguistic concerns considered?
- How do these figure into the assessment process?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Week 8: State & Federal Laws Regarding Psychoeducational Reports

Learning Objectives

8.52 Identify major state and federal laws (IDEA and California Education Code) that pertain to the identification of special needs students within public school systems.	CLO1, CLO2, CLO3, CLO5
8.53 Identify district computer systems in developing and completing psycho-educational reports.	CLO1, CLO3, CLO5, CLO6
8.54 Interpret state and federal laws and court decisions about the process of following nondiscriminatory assessment procedures.	CLO1, CLO3, CLO5
8.55 Determine district policies and procedures regarding assessment and identification procedures when writing psychoeducational reports on students who are eligible for special education services.	CLO1, CLO3, CLO5, CLO6

Activities and Resources

Readings	8.1, 8.2, 8.3, 8.4
Review the following: <ul style="list-style-type: none">• Individuals with Disabilities Education Improvement Act of 2004• Individuals with Exceptional Needs § 3030. Eligibility Criteria• NASP Domains:<ul style="list-style-type: none">○ Domain 1: Data-Based Decision Making and Accountability○ Domain 5: School-Wide Practices to Promote Learning○ Domain 10: Legal, Ethical, and Professional Practice <p>Refer to the materials listed in the Required Course Materials section as needed.</p>	

Assignments

Discussion: Reports

8.1, 8.2, 8.3, 8.4

Consider the following:

Educators have the legal responsibility to inform parents of their educational rights and options, known as Procedural Safeguards, required by Individuals with Disabilities Education Act (IDEA) and must be provided to parents at very specific points during the nondiscriminatory assessment process

IDEA 2004 Regulations §300.500 through 300.536. 20 U.S.C. 1415(a); SubPart E--Procedural Safeguards Due Process Procedures for Parents and Children

Assessments must be comprehensive enough to identify all the child's special education and related service needs, whether or not commonly linked to the disability category of the child. The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

34 C.F.R. § 300.304 (c)(4)

Per 20 U.S.C. Section 1414(b) when conducting the assessment, the school district is also required to:

- 1) Use a variety of assessment tools and strategies to obtain relevant, functional and developmental information;*
- 2) Include information provided by the parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP;*
- 3) Include information related to enabling the child to be involved in and progress in the general curriculum, or, for preschool children, to participate in appropriate activities.*
- 4) The school district is required not to use any single procedure as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child, and to use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.*

Respond to the following prompts in the Reports discussion forum by Wednesday:

- What process do the school psychologists in your school district use to complete non-discriminatory research-based evaluations or psychoeducational assessments on students who may meet the eligibility criteria for special education services or a 504 plan?
- How do they ensure that they complete legally defensible reports?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Internship Log

COURSE

Complete the Internship Log available in your School Psychologist Handbook or from your Practicum Supervisor.

Submit the completed form by Sunday.

Note. At the end of the first 600 hour and the second 600 hour internship experience segments your site supervisor will need to complete the Site Supervisor Evaluation form. The form will need to be completed twice, one for the first 600 hours and one for the second 600 hours. You will be expected to turn both of those forms in during the last Internship Course 7002 B. Completion of these two forms are part of the necessary requirements for you to be recommended for a California PPS credential in School Psychology.

If you do not turn in both forms during the 7210B Internship Course, you will receive an In Progress (IP) grade for that course. This will not reflect poorly on your transcripts and, in fact, is often standard operating procedure. This IP grade will be removed, and the appropriate grade will be amended or submitted to the Registrar once both forms have been completed. You will need to notify the 7210B Canvas course instructor as well as your campus Program Director/Coordinator once both forms are completed. IP grades must be amended within 12 months of initial posting.

PPS72250: Addictions Counseling

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Explain key approaches to identification of addiction and dependency.	Leadership	2, 4	21, 28	17	Week 8 Intervention Plan
CLO2: Interpret major approaches to evaluation and treatment.	Engagement	4, 6	21	22	Week 8 Intervention Plan
CLO3: Identify populations at risk for addiction.	Application	2, 3, 7, 9	21	21, 22	Week 8 Intervention Plan
CLO4: Explain the legal and medical aspects of substance abuse.	Engagement	3, 4	29	17, 19, 21	Week 8 Intervention Plan
CLO5: Explain the role of support persons and support systems.	Engagement	10, 14	21, 25, 26, 27, 29	20	Week 8 Intervention Plan
CLO6: Determine community resources available to support families.	Dedication	7, 10, 13	23, 27, 28, 29	20	Week 8 Intervention Plan

Week 1: Overview of Drug Use

Learning Objectives

1.75	Explain the difference between use, abuse, dependency and addiction.	CLO1
1.76	Identify risk factors and protective factors.	CLO3
1.77	Explain the concepts of tolerance, physical dependency and psychological dependency.	CLO1

1.78 Interpret various models of addiction and change.	CLO2
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Activities and Resources

Readings	1.1, 1.2, 1.3, 1.4
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<p><i>Drugs, Society, and Human Behavior</i></p> <ul style="list-style-type: none"> • Ch. 1: Drug Use: An Overview • Ch. 2: Drug Use as a Social Problem

<p><i>Alliant Library</i></p> <p>Bella, T. (2017). Purple Drank, Corpotate Bank. <i>Bloomberg Businessweek</i>, 4514, 60–65.</p> <p>Miller, B. L., Stogner, J. M., Agnich, L. E., Sanders, A., Bacot, J., & Felix, S. (2015). Marketing a panic: Media coverage of novel psychoactive drugs (NPDs) and its relationship with legal changes. <i>American Journal of Criminal Justice</i>, 40(3), 523–541.</p>

Assignments

Discussion: Factors Contributing to Drug & Alcohol Problems	1.2, 1.4
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<p>Respond to the following prompts in the Factors Contributing to Drug & Alcohol Problems discussion forum by Wednesday: Based on the readings and your own opinion, what are the major factors that have contributed to drug and alcohol problems in our society?</p> <p>Provide rationale for your statements.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>

Discussion: Risk & Protective Factors	1.2
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Respond to the following prompts in the Risk & Protective Factors discussion forum by Friday:
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- What is 'purple drank'?
- Is it fair to blame the prevalence and popularity of this drug on hip hop culture? Why or why not?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Frequently Asked Questions Sheet

1.1, 1.3, 1.4

Create a one-page infographic, brochure, or website on use, abuse, addiction, and dependency using [Canva](#), [Piktochart](#), or other online tool with which you are familiar.

Ensure the information and graphics are appropriate to share with both teens and adults.

Include information about the following:

- Tolerance
- Physical dependency
- Psychological dependency

Submit a link to your Frequently Asked Questions Sheet by Sunday.

[Week 2: Reasons Why People Use Drugs](#)

Learning Objectives

2.68 Identify the four major perspectives on drug use.	CLO1
2.69 Analyze factors that influence drug and alcohol problems.	CLO1
2.70 Explain models and theories of substance abuse disorders.	CLO2

Activities and Resources

Readings	2.1, 2.2, 2.3
<p>Drugs in Perspective</p> <p>Ch. 1: Putting Drugs in Perspective Ch. 2: Why People Use and Abuse Drugs and Alcohol</p>	
<p>Alliant Library</p> <p>Deborah Becker, & Ailsa Chang. (2020). New Review Finds Alcoholics Anonymous Is Effective, But Not For Everyone. <i>All Things Considered (NPR)</i>. Nash, A. J. (2020). The Twelve Steps and Adolescent Recovery: A Concise Review. <i>Substance Abuse: Research and Treatment</i>, 14, 1178221820904397.</p>	
<p>TedTalks on YouTube</p> <ul style="list-style-type: none">• “Addiction and trust: Marc Lewis at TEDxRadboudU 2013” [9:54].• “The Power of Addiction and The Addiction of Power: Gabor Maté at TEDxRio+20” [18:46].	

Assignments

Discussion: Alcoholics Anonymous	2.3
<p>Respond to the following prompts in the Alcoholics Anonymous discussion forum by Wednesday: Alcoholics Anonymous is described by Borkman (2008) as a “voluntary mutual help association”. What do you think about this statement?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Reference: Borkman, T. (2008). The twelve-step recovery model of AA: A voluntary mutual help association. In M. Galanter & L. A. Kaskutas (Eds.), <i>Research on Alcoholics Anonymous and spirituality in addiction recovery</i>. (Vol. 18, pp. 9–35). Springer Science + Business Media.</p>	
Discussion: Why People Use and Abuse	2.1, 2.2

Review Case Study 2.4 Adolescents and Alcohol/Drugs of *Drugs in Perspective*.

Respond to discussion questions #2 & #3 from the Case Study in the Why People Use and Abuse discussion forum by Friday.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Major Perspectives on Alcohol/Drug Use Paper

2.3

Write a two-to three-page paper explaining the four major perspectives on Alcohol/Drug use:

- The Moral-Legal Perspective
- The Medical-Health Perspective
- The Psychosocial Perspective
- The Social-Cultural Perspective

Identify how you would rank the perspectives based on your views. Provide rationale for your rankings.

Submit your paper as a Word document by Sunday.

Week 3: Uppers & Downers

Learning Objectives

3.70 Determine the effect of uppers and downers on the mind, body, and cognition.

CLO1

3.71 Explain the various methods uppers and downers are ingested.

CLO1

3.72 Determine the prevalence of use for uppers and downers.

CLO2, CLO3

Activities and Resources

Readings	3.1, 3.2, 3.3
<p><i>Drugs, Society, and Human Behavior</i></p> <ul style="list-style-type: none">• Ch. 6: Stimulants• Ch. 7: Depressants and Inhalants• Ch. 8: Medication for Mental Disorders	
<p><i>Drugs in Perspective</i></p> <p>Ch. 3: Drug-Specific Information: Drugs on the Streets Where You Live</p>	

Assignments

Discussion: Mental Illness	3.1
<p>Respond to the following prompts in the Mental Illness discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What is one possible consequence of drug treatment for mental illness?• How might the possible consequences impact a student's school engagement and performance? <p>Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Discussion: Psychological versus Physiological	3.1
<p>Respond to the following prompts in the Psychological versus Physiological discussion forum by Friday:</p> <ul style="list-style-type: none">• What is the difference between psychological dependence and physiological dependence?• What is the relationship between psychological dependence and physiological dependence?	

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Seeking Tranquility Paper

3.1, 3.2, 3.3

Write a two-to three-page paper explaining the long-standing history of people using drugs to seek tranquility or to seek “chemically induced peace”.

Include the following in your paper:

- Thoughts, feelings, and behaviors that people seek to remedy by using either illicit or over the counter drugs.
- Drugs most used to seek tranquility.
- Rationale for why those drugs may have been selected.

Submit your paper as a Word document by Sunday.

[Week 4: Alcohol, Tobacco & Over the Counter Drugs](#)

[Learning Objectives](#)

4.71 Determine the effect of familiar drugs on the mind, body, and cognition.

CLO1

4.72 Determine the prevalence of use for familiar drugs.

CLO2, CLO3

[Activities and Resources](#)

Readings

4.1, 4.2

Drugs, Society, and Human Behavior

- Ch. 9: Alcohol
- Ch. 10: Tobacco

- Ch. 11: Caffeine
- Ch. 12: Dietary Supplements and Over-the Counter Drugs

Drugs in Perspective

Review Ch. 3: Drug-Specific Information: Drugs on the Streets Where You Live

Assignments

Discussion: Alcohol

4.1

Respond to the following prompts in the Alcohol discussion forum by Wednesday:

- How does alcohol influence an individual's relationship with others?
- What is alcohol's impact on society?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: Caffeine

4.2

Respond to the following prompt in the Caffeine discussion forum by Friday: How has the popularity of coffee chains contributed to the increased consumption of caffeine use and caffeine use disorders?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Week 5: Restricted Drugs

Learning Objectives

5.68 Determine the effect of uppers and restricted drugs on the mind, body, and cognition.	CLO1
5.69 Explain the various methods restricted drugs are ingested.	CLO1
5.70 Determine the prevalence of use for restricted drugs.	CLO2, CLO3

Activities and Resources

Readings	5.1, 5.2, 5.3
<i>Drugs, Society, and Human Behavior</i>	
<ul style="list-style-type: none"> • Ch. 13: Opioids • Ch. 14: Psychedelics • Ch. 15: Cannabis • Ch. 16: Performance-Enhancing Drugs 	
<i>Drugs in Perspective</i>	
Review Ch. 3: Drug-Specific Information: Drugs on the Streets Where You Live	

Assignments

Discussion: Opioids	5.3, 5.2
<p>Respond to the following prompt in the Opioids discussion forum by Wednesday: Why did it take so long for there to be concerted efforts to curtail opioid addiction?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Discussion: Cannabis	5.1

Respond to the following prompts in the Cannabis discussion forum by Friday:

- What is one pro and one con of marijuana use?
- How does marijuana use impact learning?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Psychoeducational Evaluation Paper

5.1

Consider the following scenario: You are preparing to test a student for a psychoeducational evaluation. The student discloses that they smoke marijuana daily.

Write a two-page summary that includes the following:

- How would you address their use?
- Would you proceed with the psychoeducational evaluation? Why or why not?

Submit your paper as a Word document by Sunday.

Week 6: Assessment

Learning Objectives

6.71 Explain the three C’s of addiction: compulsion, inability to control, continued use despite negative consequences.

CLO1, CLO4

6.72 Identify the 11 topics that can help identify an adolescent alcohol/drug problem.

CLO1, CLO2, CLO3, CLO4, CLO5

6.73 Describe how family systems and enabling behaviors contribute to substance and alcohol abuse.

CLO5

6.74 Explain risk factors that contribute to substance and alcohol abuse

CLO3, CLO5

6.75 Explain motivational interviewing.	CLO4, CLO5
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Activities and Resources

Readings	6.1, 6.2, 6.3, 6.4, 6.5
Drugs in Perspective	
<ul style="list-style-type: none">• Ch. 4: Assessment of Substance Abuse, Dependence, and Addiction• Ch. 5: Substance Abuse and Family Systems• Ch. 8: Motivation and Change	
Online Resources	
<ul style="list-style-type: none">• Screening Tools and Prevention from the National Institute on Drug Abuse• “The Clinical Assessment of Substance Use Disorders” by Barbara A. Schindler, MD, Drexel University College of Medicine and Ted Parran, MD, Case Western Reserve.	

Assignments

Discussion: Vulnerability to Disease	6.1, 6.3, 6.4
Respond to the following prompts in the Vulnerability to Disease discussion forum by Wednesday: <ul style="list-style-type: none">• What are your thoughts on family history of alcoholism or drug addiction being the strongest indicator that someone might be genetically vulnerable to disease?• What other factors are indicators of vulnerability to alcohol or drug abuse, dependence, or addiction? Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	
Discussion: Word Choice	6.2

Respond to the following prompt in the Word Choice discussion forum by Friday: What is your initial reaction to the phrases dysfunctional family system or imbalanced family?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Informal Assessment Role Play

6.5

Partner with a classmate to role-play an informal assessment of substance abuse.

Assign the roles of counselor and client:

- The person playing the client will create a profile to play during the assessment. Do not share your profile with your partner.
- The person playing the counselor will need to determine the client profile being portrayed.

Determine the following during the informal assessment:

- Age of initial drug and alcohol use.
- Frequent of use, amounts used, set and setting of use
- Patterns of use, binge, periods of non-use
- Stage of current use – experimentation, integrated use, excessive use, addiction
- History of negative consequences – physical, psychological, financial, familial, spiritual
- Medical history – conditions that might be affected by use of drugs / alcohol
- Use of coffee, cigarettes

Utilize Zoom, Microsoft Teams, or Google Hangout to conduct and record your role-play. Limit your session to 5-to 8-minutes.

Create a 3-to 5-minute presentation of the steps you would take to support the client, based on your findings. Embed a playable link to your recorded role-play in the presentation.

Note. The length of the recorded role-play will not be counted towards the length of your presentation.

Submit your presentation as a viewable link by Sunday.

[Week 7: Prevention](#)

Learning Objectives

7.61	Identify the impact of temperament and parenting on alcohol or drug abuse.	CLO5
7.62	Describe codependency.	CLO5
7.63	Explain the long-term impacts of alcohol abuse on children and adult children of long-time abusers.	CLO5, CLO6
7.64	Describe resiliency.	CLO5, CLO6
7.65	Explain the Alternative Activities Prevention Approach.	CLO4, CLO5, CLO6

Activities and Resources

Readings	7.1, 7.2, 7.3, 7.4, 7.5
<i>Drugs, Society, and Human Behavior</i>	
Ch. 17: Preventing Substance Abuse	
<i>Drugs in Perspective</i>	
<ul style="list-style-type: none"> Ch. 6: Parents and Family: At-Risk Factors for Substance Abuse Ch. 7: Growing Up in an Alcoholic Family System Ch. 10: Prevention of Substance Abuse Problems 	
<i>Online Resource</i>	
Screening Tools and Prevention from the National Institute on Drug Abuse	

Assignments

Discussion: Prevention	7.1, 7.4, 7.5
<p>Respond to the following prompts in the Prevention discussion forum by Wednesday: What is the difference between primary, secondary, and tertiary prevention? Provide an example of each.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Discussion: Triangulation	7.1, 7.2, 7.3, 7.5
<p>Respond to the following prompts in the Triangulation discussion forum by Friday:</p> <ul style="list-style-type: none">• What is triangulation?• How does triangulation compromise boundaries in a relationship? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Week 8: Intervention

Learning Objectives

8.56 Define motivational interviewing and identify effective motivational strategies.	CLO2
8.57 Identify the do’s and don’ts of drug and alcohol intervention.	CLO2, CLO5
8.58 Identify the stages of drug and alcohol recovery.	CLO2, CLO5, CLO6

8.59 Identify the steps that are included in an effective alcohol or drug recovery strategy.	CLO1, CLO3, CLO5, CLO6
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Activities and Resources

Readings	8.1, 8.2, 8.3, 8.4
<i>Drugs, Society, and Human Behavior</i>	
Ch. 18: Rethinking Drug Policy: What Works, What's Possible, and What's Feasible	
<i>Drugs in Perspective</i>	
<ul style="list-style-type: none">• Ch. 8: Motivation and Change• Ch. 9: Intervention• Ch. 12: Alcohol/Drug Recovery, Co-Occurring Disorders, Suicide and Alcohol/Drugs	
<i>American Addiction Centers</i>	
<ul style="list-style-type: none">• Motivational Interviewing in Addiction Treatment• The Step-by-Step Guide to Staging an Intervention	

Assignments

Discussion: Motivational Interviewing	8.1
Respond to the following prompts in the Motivational Interviewing discussion forum by Wednesday:	
<ul style="list-style-type: none">• What are the stages of motivational interviewing?• Which strategy do you feel the least familiar with? Why?• What can you do to improve your skills in using this strategy?	
Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Discussion: Intervention	8.2
<p>Respond to the following prompts in the Intervention discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • What is one ‘do’ and one ‘don’t’ of drug and alcohol intervention? • Why are they categorized as a ‘do’ and a ‘don’t’? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Signature Assignment: Intervention Plan	8.2, 8.3, 8.4
<p>View the “Steve-O: Johnny Knoxville’s drug intervention” video from YouTube.</p> <p>Research Steve-O’s history of alcohol and drug abuse. He has his own YouTube channel with a video where he talks about every drug he ever used and one where he talks about his failed interventions. Be warned there is bad language and inappropriate conduct being shown on some of the videos.</p> <p>Develop an intervention plan using Steve-O as a case study that includes:</p> <ul style="list-style-type: none"> • Your conceptualization of how you would have approached a formal intervention with Steve-O. • Potential challenges that may arise and how you would address them. <p>Submit your intervention plan as a Word document by Sunday.</p>	

Rubrics

Discussion Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
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Initial Response to the Forum Topic 2 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience.	Topic is addressed thoughtfully, supported by citations to personal experience.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience.	Topic is addressed superficially.
Feedback to Peer's Response to the Forum Topic 1 point	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented and builds on prior posts.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented and builds on prior posts.	Feedback was thoughtful but did not include specific suggestions and references for improvement and builds on prior posts.	Feedback was superficial and did not cover all levels of the RISE model and builds on prior posts.

Assignment Rubric–Generic 6 points

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 2 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 4 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

Paper Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 1 point	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 3 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
References 1 point	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.

Format 1 point	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.
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Assignment Rubric–Generic 9 points

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 3 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 6 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

Signature Assignment Rubric

	Exceeds Requirements	Meets Requirements	Approaches Requirements	Below Requirements
Elements 2 point	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 13 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
References 3 points	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.
Format 2 point	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

PPS71010B: Internship

Transcript is currently in development.

PPS72300: Advanced Multicultural Counseling

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Interpret counseling theories and techniques that are appropriate for working with diverse populations.	Engagement, Application	Standard 3, 8, & 14	Standard 25	Standard 21	Implicit Bias Presentation
CLO2: Evaluate the role of counselors in identity development and developing awareness of clients.	Engagement, Application	Standard 3, 8, & 14	Standard 25	Standard 21	Implicit Bias Presentation
CLO3: Analyze the counselor’s role in eliminating bias prejudices and processes of intentional and unintentional oppression and discrimination.	Engagement, Application	Standard 3, 8, & 14	Standard 25	Standard 21	Implicit Bias Presentation
CLO4: Determine ways to effectively advocate for clients and promote cultural social justice.	Engagement, Application, Dedication	Standard 3, 8, & 14	Standard 25	Standard 21	Implicit Bias Presentation
CLO5: Analyze the challenges of underserved and underrepresented populations to participating in counseling and therapeutic processes.	Engagement, Application, Dedication	Standard 3, 8, & 14	Standard 25	Standard 21	Implicit Bias Presentation

Week 1: Foundations of Multicultural Counseling

Learning Objectives

1.79 Explain the theoretical models and terms associated with culture and multicultural counseling.	CLO1
1.80 Identify the barriers that exist in counseling diverse populations.	CLO2
1.81 Analyze racial and ethnic identity and spiritual and faith identity development models.	CLO2

Activities and Resources

Readings	1.1, 1.2, 1.3
<p><i>Developing Multicultural Counseling Competence</i></p> <ul style="list-style-type: none">Ch. 1: The Culturally Competent CounselorCh. 2: Cultural Identity Development	

Assignments

Discussion: Multicultural Counseling	1.2
<p>Respond to the following prompts in the Multicultural Counseling discussion forum by Wednesday:</p> <ul style="list-style-type: none">How might using images and descriptions of U.S. culture be beneficial to counseling diverse populations?How might using images and descriptions of U.S. culture be a challenge to counseling diverse populations? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Discussion: Emotional Expression	1.2, 1.3
<p>Respond to the following prompts in the Emotional Expression discussion forum by Friday:</p> <ul style="list-style-type: none">What messages did you receive as a child about emotional expression?What messages are present in society about emotional expression for cultural groups you identify with personally? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Assignment: Identity Development	1.1, 1.2, 1.3
<p>Create a five-minute video that addresses the following:</p> <ul style="list-style-type: none"> • What racial and ethnic identity model best aligns with your racial and ethnic identity development? • What spiritual and faith identity development best aligns with your spiritual and faith identity development? • What stage of development would you say you are currently in? • What action steps or personal things do you feel you need to resolve to get to the next stage of development and to keep progressing in your personal identity? <p>Include a list of reference at the end of your video.</p> <p>Submit your video as a shared link by Sunday.</p> <p>Note. It is recommended that you upload your video to OneDrive and then submit a shared link to the video on Canvas.</p>	

[Week 2: Rules of Engagement–Agreeing to Talk About Race](#)

Learning Objectives

2.71 Define courageous conversations about race.	CLO3
2.72 Identify four agreements of courageous conversations.	CLO3
2.73 Analyze racial consciousness and how it impacts conversations.	CLO3

Activities and Resources

Readings	2.1, 2.2, 2.3
<p><i>Courageous Conversations About Race</i></p> <ul style="list-style-type: none"> • Ch. 1: Breaking the Silence: Ushering in Courageous Conversation About Race 	

- Ch. 2: What's So Courageous About This Conversation?
- Ch. 3: Why Race?
- Ch. 4: Agreeing To Talk About Race

White Fragility

- Ch. 1: The Challenges of Talking to White People About Racism
- Ch. 2: Racism and White Supremacy
- Ch. 10: White Fragility and the Rules of Engagement

Assignments

Discussion: Conversations About Race

2.1, 2.2, 2.3

Respond to the following prompts in the Conversations About Race discussion forum by Wednesday:

- Why is courage needed to have a conversation about race?
- How would you describe your level of comfort with having conversations about race?
- Is there an incident that has shaped your level of comfort with having conversations about race?

Provide rationale and references for your response.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: Processing a Conversation About Race

2.1, 2.2, 2.3

Singleton says that he has "identified four primary ways that people deal with racial information, events, and/or issues: emotional, intellectual, moral or relational.

Respond to the following prompt in the Processing a Conversation About Race discussion forum by Friday: Why and how does understanding how a conversation about race is being processed by the participants facilitate cultural compassion, acceptance and change?

Refer to Figure 2.1: The Courageous Conversation Compass in Ch. 2 of *Courageous Conversations About Race*.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

[Week 3: White Privilege & White Fragility](#)

Learning Objectives

3.73 Analyze the difference between white privilege and white supremacy.	CLO1, CLO2, CLO3
3.74 Evaluate the costs of racism.	CLO1, CLO2, CLO3
3.75 Interpret the challenges of being color blind and color celebrate.	CLO1, CLO2, CLO3
3.76 Define microaggressions and identify ways to evaluate and address them in counseling sessions.	CLO1, CLO2, CLO3

Activities and Resources

Readings	3.1, 3.2, 3.3, 3.4
<p><i>White Fragility</i></p> <ul style="list-style-type: none"> • Ch. 4: How Does Race Shape the Lives of White People? • Ch. 5: The Good/Bas Binary • Ch. 6: Anti-Blackness • Ch. 7: Racial Triggers for White People • Ch. 8: The Result: White Fragility • Ch. 9: White Fragility in Action 	
<p><i>Developing Multicultural Counseling Competence</i></p> <p>Ch. 4: Racism and White Privilege</p>	

Re-Visioning Family Therapy

Ch. 15: White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women’s Studies

Online Resource

[Microresistance and Ally Development: Powerful Antidotes to Microaggressions Handout](#) from University of Nebraska Omaha.

Assignments

Discussion: Cost of Racism

3.2

Select one of the costs of racism identified in Ch. 4 of *Developing Multicultural Counseling Competence*.

Respond to the following prompts in the Cost of Racism discussion forum by Wednesday: How does the cost you selected, impact people of color versus their white peers?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: Dealing with Offensive Comments

3.1, 3.4

Respond to the following prompts in the Dealing with Offensive Comments discussion forum by Friday:

- How would you respond to a client that makes blatantly racist and offensive comments during a counseling session with you?
- How might the racism scale and your understanding white privilege and white supremacy help you gauge your response?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Counseling Session Video

3.1, 3.3, 3.4

Imagine you're in a counseling session with a client from a culturally diverse background who has described experiencing heightened anxiety and discomfort at work after overhearing racially derogatory comments in the lunchroom. When your client approached their colleagues about the comments, the colleagues were dismissive and denied any malintent.

Make a 5-to 7-minute video that depicts how you would describe, for your client, the link between microaggressions and social emotional wellbeing.

Illustrate what can you do or say to convey to your client that you are an ally and empathize with their experiences of microaggressions and your commitments to helping them work through this issue.

Submit your video as a shared link by Sunday.

Note. It is recommended that you upload your video to OneDrive and then submit a shared link to the video on Canvas.

[Week 4: Social Justice Counseling](#)

[Learning Objectives](#)

4.73	Determine the counselor's role in social advocacy.	CLO4, CLO5
4.74	Analyze the three-tiered model of social advocacy.	CLO1, CLO2, CLO4, CLO5
4.75	Evaluate how poverty impacts mental health.	CLO4, CLO5
4.76	Determine ways to address classism in counseling.	CLO4, CLO5

[Activities and Resources](#)

Readings	4.1, 4.2, 4.3, 4.4
<i>Developing Multicultural Counseling Competence</i>	

- Ch. 3: Social Justice Counseling
- Ch. 7: Social Class and Classism

Re-Visioning Family Therapy

- Ch. 3: Social Class: Rising Inequality and the American Dream
- Ch. 4: The Sociocultural Trauma of Poverty: Theoretical and Clinical Considerations for Working with Poor Families

White Fragility

Ch. 3: Racism After the Civil Rights Movement

Online Resource

[White Privilege: Unpacking the Invisible Knapsack](#) by Peggy Macintosh.

Assignments

Discussion: Three-Tiered Model

4.1, 4.2, 4.3, 4.4

Review the Case Study 3.3: Case Study of the Three-Tiered Model: School Counseling in Ch. 3 of Developing Multicultural Counseling Competence.

Respond to the following prompts in the Three-Tiered Model discussion forum by Wednesday:

- What issues regarding self-awareness might come to a school counselor?
- What concerns do you have about the quality of the education being provided for these students?
- What are some community resources and schoolwide resources or programs you could assist in forming?
- What are some of the benefits and risks you might encounter in advocating on a systems and community level?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Interview Guide

4.1, 4.2, 4.3, 4.4

Create an interview guide of ten open ended questions or activities that can be used in a counseling session with a client that will help you determine areas that may warrant you to advocate on your client’s behalf.

Write a one-to two-sentence narrative about the relevance of your questions or activities citing the theoretical significance.

Include references and citations consistent with APA style guidelines.

Submit your interview guide as a Word document by Sunday.

Week 5: Gender, Sexual Orientation & Sexism

Learning Objectives

5.71	Analyze the intersection of culture and gender.	CLO3, CLO4, CLO5
5.72	Analyze the intersection of culture, sexual orientation and heterosexism.	CLO3, CLO4, CLO5
5.73	Explain the consequences of sexism.	CLO3, CLO4, CLO5
5.74	Analyze LGBTQI and other intimate relationships through a racial lens.	CLO3, CLO4, CLO5

Activities and Resources

Readings	5.1, 5.2, 5.3, 5.4
<i>Developing Multicultural Counseling Competence</i>	
<ul style="list-style-type: none"> Ch. 5: Gender and Sexism Ch. 6: Sexual Orientation and Heterosexism 	
<i>Re-Visioning Family Therapy</i>	

- Ch. 26: Working with LGBT Families
- Ch. 27: Same-Sex Couples: Successful Coping with Minority Stress
- Ch. 29: Therapy with Heterosexual Black Couples through a Racial Lens

White Fragility

Ch. 11: White Women's Tears

Assignments

Discussion: Racial Traumas

5.1, 5.2, 5.4

Respond to the following prompt in the Racial Traumas discussion forum by Wednesday: How might racial traumas impact intimate relationships between interracial, ethnically diverse and same sex couples?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: Gender & Identity within an Ethnic Group

5.1, 5.2, 5.3, 5.4

Respond to the following prompts in the Gender & Identity within an Ethnic Group discussion forum by Friday:

- Select an ethnic group.
- How does culture influence gender expression and ideals about sexual orientation for your selected ethnic group?
- How would you support a client whose identity is not aligned with the generalized values of their ethnic group?

Refer to Table 27.1 in Ch. 27 of Re-visioning Family Therapy.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Week 6: Counseling Clients of African and Latin Descent

Learning Objectives

6.76 Analyze the experiences, cultural values, and common presenting issues for individuals, families, couples, and various subpopulations of African and Latin descent in the United States.	CLO1, CLO2, CLO3
6.77 Identify common and past experiences of African and Latin Americans racial identity development and acculturation as mental health indicators.	CLO1, CLO2, CLO3
6.78 Determine the efficacy of traditional psychotherapies, multiculturally sensitive interventions, and assessments with African and Latin Americans.	CLO1, CLO2, CLO3

Activities and Resources

Readings	6.1, 6.2, 6.3
<p><i>Developing Multicultural Counseling Competence</i></p> <ul style="list-style-type: none"> Ch. 9: Individuals and Families of African Descent Ch. 12: Individuals and Families of Latin-American and Latin Descent 	
<p><i>Re-Visioning Family Therapy</i></p> <ul style="list-style-type: none"> Ch. 13: On Being a Black Dominican Ch. 31: The Power of Song to Promote Healing, Hope, and Justice 	

Assignments

Discussion: Values	6.1
<p>Select one of the values listed in Table 9.1 of Developing Multicultural Competence.</p> <p>Respond to the following prompts in the Values discussion forum by Wednesday:</p> <p>How might this value impact the counseling process?</p>	

What would you do as the counselor to use this value in a strengths-based approach to problem solve identified issues with your client?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: Immigrant Status

6.1, 6.2

Respond to the following prompts in the Immigrant Status discussion forum by Friday: How might a client’s immigrant status affect the counseling process?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Counseling Clients of African and Latin Descent

6.1, 6.2, 6.3

Write a two-to three-page paper about the distinct differences and similarities in the cultural histories of individuals of African and Latin descent:

- How the acculturation processes are similar and how they differ.
- Counseling approaches that may work for both individuals.
- Why those approached may be effective.

Format your paper consistent with APA style guidelines.

Submit your paper as a Word document by Sunday.

[Week 7: Counseling Clients of Arab, Asian & Native American Descent](#)

[Learning Objectives](#)

7.66 Analyze the experiences, cultural values, and common presenting issues for individuals, families, couples, and various subpopulations of Arab, Asian & Native American descent in the United States.

CLO1, CLO2, CLO3

7.67 Identify common and past experiences of Arab, Asian & Native Americans racial identity development and acculturation as mental health indicators.	CLO1, CLO2, CLO3
7.68 Determine the efficacy of traditional psychotherapies, multiculturally sensitive interventions, and assessments with Arab, Asian & Native Americans.	CLO1, CLO2, CLO3

Activities and Resources

Readings	7.1, 7.2, 7.3
<p><i>Developing Multicultural Counseling Competence</i></p> <ul style="list-style-type: none"> Ch. 10: Individuals and Families of Arab Descent Ch. 11: Individuals and Families of Asian Descent Ch. 13: Counseling Individuals and Families of Native American Descent 	
<p><i>Re-Visioning Family Therapy</i></p> <ul style="list-style-type: none"> Ch. 10: Native American Identity Transformation Ch. 18: Brown in America: Living with Racial and Religious Bias 	

Assignments

Discussion: Challenges & Opportunities for Change	7.1, 7.2, 7.3
<p>Select either Arab, Asian or Native American to answer the prompts for this discussion forum.</p> <p>Respond to the following prompts in the Challenges & Opportunities for Change discussion forum by Wednesday: What are the current social, economic, and political issues that were identified as presenting Arab, Asian or Native American people and communities with challenges and opportunities for change?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Discussion: Cultural Identities	7.3
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The chapters highlight the need for counselors to engage in self-assessment.

Respond to the following prompts in the Cultural Identities discussion forum by Friday:

- How might you explore your own cultural identities?
- How might your identities shape your work with your client?
- How might you address any cultural differences between you and your client?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

[Week 8: Counseling Clients of Multiracial Descent/Multicultural Diagnosis & Conceptualization](#)

Learning Objectives

8.60	Determine the skills necessary to provide culturally competent and effective services to individuals and families of multiracial descent.	CLO1, CLO2, CLO3
8.61	Analyze the impact of race mixing on cultural identity development and mental health.	CLO5
8.62	Analyze major counseling theories for cultural assumptions and implicit bias.	CLO1, CLO3, CLO5
8.63	Determine alternative sources of counseling theory from a multicultural context.	CLO2, CLO4

Activities and Resources

Readings	8.1, 8.2, 8.3
<i>Developing Multicultural Counseling Competence</i>	
<ul style="list-style-type: none"> • Ch. 15: Individuals and Families of Multiracial Descent • Ch. 17: Using Counseling Theories in Multicultural Contexts • Ch. 18: Multicultural Diagnosis and Conceptualization 	

White Fragility

Ch. 12: Where Do We Go From Here?

[Assignments](#)

Discussion: Multiracial Individuals

8.1, 8.2, 8.3

Respond to the following prompts in the Multiracial Individuals discussion forum by Wednesday:

- What are two salient issues or concerns that may arise for multiple heritage individuals during early childhood, childhood, middle childhood, adolescence or emerging adulthood?
- What are the implications for counseling issues or concerns that you have identified?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Implicit Bias Presentation

8.1, 8.2, 8.3

Create an eight-to ten-minute presentation about implicit bias for individuals in the helping professions, such as teachers, counselors, therapists, psychologists, etc.

Include the following in your presentation:

- Prompts that will help the professionals reflect in their own biases.
- Why being aware of your own biases is necessary to establish and maintain meaningful relationships with counselees and their families.
- The influence of media on perceptions and bias.
- Strategies to be a change agent and promote social advocacy for underserved and multicultural populations.

Submit a link to your presentation by Sunday.

[Rubrics](#)

Discussion Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Initial Response to the Forum Topic 25 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic 15 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Assignment Rubric 85 points

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 15 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 40 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
References 20 points	The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product.	The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product.	The work product provides a general reference section with few or no sources cited.	The work product has no reference section with few or no sources cited.

Format 10 points	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.
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Presentation Rubric 100 points

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 10 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 25 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
Performance 25 points	Lacks audience interaction. Little to no visual or communication aids. Minimal amount of creativity shown.	Provides some audience interaction. Little to no visual or communication aids. Shows small amount of creativity in the presentation.	Provides some audience interaction. Use of some visual or communication aids. Shows some level of creativity in the presentation.	Strong audience interaction. Visual and communication aids used to contribute to the quality of the presentation. High level of creativity shown.
Structure 20 points	Flow of the presentation is difficult to follow. Overall, presentation lacks cohesion and clarity.	Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.	Organized logically and flows smoothly. Most content presented are coherent, transitions well, and clearly states points. Only a few areas seem disconnected and vague.	Presentation is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points.
References 15 points	The work product provides a relevant and comprehensive reference section with no errors. Sources are cited within the work product.	The work product provides a relevant and comprehensive reference section with minimal errors. Sources are cited within the work product.	The work product provides a general reference section with few or no sources cited.	The work product has no reference section with few or no sources cited.
Format 5 points	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.

PPS71020A: Internship

Transcript is currently in development.

PPS72350: Crisis/Trauma Counseling

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Identify the principles and impact of crisis intervention for people during crises, disasters, and other trauma-causing events.	Application	1, 2, 9	29	18, 23	Toolbox
CLO2: Analyze counseling techniques and skills appropriate to a broad variety of crisis situations.	Engagement	9, 13	25, 26	18, 21	Toolbox
CLO3: Determine self-care strategies appropriate for use with secondary trauma.	Application	7, 9	27	20, 21	Toolbox
CLO4: Analyze evidence-based methods and programs to use for crisis management.	Engagement	2, 9	28, 29, 30	17, 18, 21	Toolbox
CLO5: Determine appropriate procedures to use for assessment and managing suicide and risk assessment.	Application	4, 5, 9	29	18, 21	Toolbox
CLO6: Determine ethical and legal considerations for trauma-informed assessment and intervention.	Application	5, 6	17,18	18, 19	Toolbox
1.82 Identify historical timeline of trauma in schools.					CLO1, CLO6
1.83 Analyze ACES regarding trauma counseling.					CLO1, CLO2, CLO5
1.84 Determine the impact ACES has on school-based performance.					CLO1, CLO2, CLO5

Week 1: History of Trauma Informed Practices & ACES Review

Learning Objectives

Activities and Resources

Readings	1.1, 1.2, 1.3
<p><i>Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings</i></p> <ul style="list-style-type: none">• Ch. 1: Adverse Childhood Experiences• Ch. 2: Impact on Children, Teens, Families, and Communities• Ch. 3: Public Health and the Trauma-Informed Movement <p>Note. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098</p>	
<p>Alliant Library</p> <p>Figley, C. R., Ellis, A. E., Reuther, B. T., & Gold, S. N. (2017). The study of trauma: A historical overview. In <i>APA handbook of trauma psychology: Foundations in knowledge.</i>, Vol. 1. (pp. 1–11). American Psychological Association. https://doi.org/10.1037/0000019-001</p>	
<p><i>School Crisis Prevention and Intervention</i></p> <p>Read all of Section 1: Initial Considerations.</p>	
<p>Online Resources</p> <p>Explore the ACES Too High website: https://acestoohigh.com</p> <p>Review the ACE-Q Materials from the Center for Youth Wellness: https://centerforyouthwellness.org/aceq-pdf/</p> <p>Read the following:</p> <ul style="list-style-type: none">• Stevens, J. (2018). Handouts for parents about understanding ACEs, toxic stress, resilience and parenting with ACEs. ACEs Connection.• Adverse Childhood Experiences (ACEs) webpage from the Centers for Disease Control and Prevention.	
<p>YouTube</p> <p>View the “Adverse Childhood Experiences (ACEs): Impact on brain, body and behavior” video [6:02].</p>	

Assignments

Discussion: Trauma Informed Movement	1.1
<p>Respond to the following prompt in the Trauma Informed Movement discussion forum by Wednesday: How do you think the historical aspect of trauma research and practice has influenced the current trauma-informed movement in our schools?</p> <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Discussion: ACEs Score	1.2, 1.3
<p>Respond to the following prompts in the ACEs Score discussion forum by Friday:</p> <ul style="list-style-type: none">• What are some ways you might see a high ACES score impact school performance in students?• How would you support teachers and educators in recognizing and supporting children with high ACES score? <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Assignment: ACEs Questionnaire	1.2, 1.3
<p>Take the ACEs Questionnaire from the ACES Too High webpage.</p> <p>Write a one-page paper about the impact ACEs has had on your life.</p> <p>Consider how you might be able to use this information in your future career as a school mental health provider.</p>	

Submit your paper as a Word document by Sunday.

Week 2: Trauma Informed Schools

Learning Objectives

2.74 Identify the legal aspects of trauma in schools.	CLO6
2.75 Determine the role of a school mental health provider in trauma in schools.	CLO2, CLO4, CLO5
2.76 Identify principles included in a trauma informed approach in schools.	CLO1

Activities and Resources

Readings	2.1, 2.2, 2.3
<i>Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings</i>	
Ch. 4: Trauma-Informed Schools	
Note. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098	
<i>School Crisis Prevention and Intervention</i>	
Read all of Section 2: Prevent and Prepare.	
Online Resource	
H.R.1109 - Mental Health Services for Students Act of 2020 from Congress.gov.	
YouTube	

View the “[Why All Schools Should Be Trauma-Informed | Dr. Mary Crnabori | TEDxVanderbiltUniversity](#)” video [13:05].

Assignments

Discussion: Legal Aspects

2.1, 2.2

Respond to the following prompts in the Legal Aspects discussion forum by Wednesday:

- How have legal proceedings shaped the trauma informed movement?
- What are some of the recent pending legislative acts that you might support for school mental health? Why?

Support your response with citations and references consistent with APA style guidelines.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Trauma-Informed Approach

2.3

Write a two-to three-page paper describing how teachers and school staff might apply the six principles of trauma-informed approach in their school.

Identify specific academic instruction strategies for teacher and nonacademic strategies for staff.

Submit your paper as a Word document by Sunday.

Week 3: Suicide & Threat Assessment; Trauma Informed Assessment & Intervention

Learning Objectives

3.77 Identify core elements of a suicide and risk assessment.

CLO1, CLO4, CLO5, CLO6

<p>3.78 Identify core elements of a threat assessment.</p>	<p>CLO1, CLO4, CLO5, CLO6</p>
<p>3.79 Identify steps for managing and monitoring at-risk students.</p>	<p>CLO1, CLO4, CLO5, CLO6</p>

Activities and Resources

<p>Readings</p>	
<p><i>School Crisis Prevention and Intervention</i> Read all of Section 3: Reaffirm.</p>	
<p><i>Alliant Library</i> Berman, A. L., Jobes, D. A., & Silverman, M. M. (2006). Assessment. In <i>Adolescent suicide: Assessment and intervention.</i>, 2nd ed. (pp. 119–167). American Psychological Association. Berman, A. L., Jobes, D. A., & Silverman, M. M. (2006). Standards of Care and Malpractice in Suicide Treatment. In <i>Adolescent suicide: Assessment and intervention.</i>, 2nd ed. (pp. 259–286). American Psychological Association. Berman, A. L., Jobes, D. A., & Silverman, M. M. (2006). Prevention. In <i>Adolescent suicide: Assessment and intervention.</i>, 2nd ed. (pp. 289–334). American Psychological Association.</p>	
<p><i>Online Resources</i> Read the following: Substance Abuse and Mental Health Services Administration. Preventing Suicide: A Toolkit for High Schools. HHS Publication No. SMA-12-4669. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, 2012. Erbacher, T. (2018). Suicide Prevention in Schools: A Toolkit for Empowering School Districts. Philadelphia College of Osteopathic Medicine Delaware County Intermediate Unit. Youth Suicide Prevention from the California Department of Education. Explore the National Suicide Prevention Lifeline website: https://suicidepreventionlifeline.org/</p>	
<p><i>NASP Online</i></p>	

- [Conducting a Virtual Suicide Assessment Checklist](#)
- [Direct Crisis Support](#)
- [Preventing Youth Suicide: Tips for Parents & Educators](#)

Assignments

Discussion: Suicide Prevention Program	3.1
<p>Respond to the following prompts in the Suicide Prevention Program discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What are some of the core elements in developing a suicide prevention program in schools?• What are some of the ethical and legal considerations in developing and implementing suicide prevention and assessment programs in schools? <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Discussion: Threat Assessment	3.2
<p>Review your school district’s model for conducting a threat assessment.</p> <p>Respond to the following prompts in the Threat Assessment discussion forum by Friday:</p> <ul style="list-style-type: none">• Compare your school district’s model for conducting a threat assessment to the guidelines proposed by NASP.• How does your district monitor and manage interventions with students that have previously had a threat assessment? <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Assignment: Suicide Risk Assessment	3.1
<p>Write a two-to three-page paper describing the core components of a suicide risk assessment.</p> <p>Consider how you would go about measuring them with a student.</p> <p>Identify other contributing factors should be considered when determining risk level for harm to self.</p> <p>Submit your paper as a Word document by Sunday.</p>	
<p>Faculty Note. The ideal response will include all the following:</p> <p>Suicide risk assessment involves active inquiry in four major areas of patient functioning and history:</p> <ol style="list-style-type: none">1. Predisposing vulnerabilities2. Triggers or precipitating events3. Mental status: affective, cognitive, and behavioral states4. Contraindications: coping skills and resources versus failed protections <p>In addition, on the basis of the foregoing and further questioning, suicide risk assessment requires an evaluation of the adolescent's</p> <ol style="list-style-type: none">1. suicidal intent, reasons or motivations for suicide, and lethality.2. compliance <p>Other Contributing Factors: Psychopathology and other diagnoses, Personality Traits, Family History, Past history of suicide attempt, Developmental Trauma, Triggers and environment.</p>	
Assignment: Monitoring At Risk Students	3.3
<p>Create an informative pamphlet for staff and community that contains the following information:</p> <ul style="list-style-type: none">• The warning signs of suicide• How to respond when you recognize a child is at risk• Where to turn for help in the community when a crisis occurs• Local and national resources available for families and students	

Utilize an online tool such as Canva to create your pamphlet.

Submit a link to your pamphlet by Sunday.

Week 4: Trauma Informed Screening & Assessment

Learning Objectives

4.77 Identify how trauma impacts the developing brain.	CLO1, CLO2, CLO4
4.78 Determine the impact of trauma on behavior in the school setting.	CLO1, CLO2, CLO4
4.79 Identify the developmental aspects of trauma and attachment.	CLO1, CLO2, CLO4
4.80 Identify trauma informed screening and assessment measures.	CLO1, CLO2, CLO4

Activities and Resources

Readings	4.1, 4.2, 4.3, 4.4
<p><i>Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings</i></p> <ul style="list-style-type: none"> • Ch. 5: Child Development • Ch. 6: Complex Trauma and Its Impact on the Brain • Ch. 7: Domains of Impairment: Functional Impact of Complex Trauma and Stress • Ch. 8: Considerations for Trauma Screening in School and Community Settings • Ch. 9: Individual and Familial Assessment Tools <p>Note. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098</p> <p>Alliant Library</p>	

Hays-Grudo, J., & Morris, A. S. (2020). [Effects of early life adversity on neurobiological development](https://doi.org/10.1037/0000177-003). In *Adverse and protective childhood experiences: A developmental perspective*. (pp. 45–67). American Psychological Association.

Hanson, R. F., & Jobe-Shields, L. (2017). [Trauma-focused cognitive-behavioral therapy for children and adolescents](https://doi.org/10.1037/0000020-018). In *APA handbook of trauma psychology: Trauma practice*, Vol. 2. (pp. 389–410). American Psychological Association.

Online Resources

- [Understanding the Effects of Maltreatment on Early Brain Development](#) from Child Welfare Information Gateway.
- [Guidance for Trauma Screening in Schools](#) a product of the Defending Childhood State Policy Initiative September 2016.
- [Complex Trauma Standardized Measures](#) from The National Child Traumatic Stress Network.
- [Screening and Assessment Considerations for Implementation](#) from The National Child Traumatic Stress Network.

The National Child Traumatic Stress Network

- [Complex Trauma Standardized Measures](#)
- [Screening and Assessment Considerations for Implementation](#)
- [Trauma Screening](#)
- [Trauma Assessment](#)

YouTube

View the "[How childhood trauma affects health across a lifetime | Nadine Burke Harris](#)" video [16:02].

Assignments

Discussion: Assessment & Screening

4.4

Respond to the following prompts in the Assessment & Screening discussion forum by Wednesday:

- Choose one trauma-informed assessment tool you might use, when and why might you use it in educational practice?
- What might be an effective way to conduct trauma screenings in your school setting? using text evidence to support your discussion.

Support your response with citations and references consistent with APA style guidelines.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Interventions

4.2, 4.3

Review the interventions from Ch. 11 of Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings.

Note. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, <https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098>

Write a two-to three-page paper describing one of the interventions.

Include how you think the intervention:

- Addresses the neurobiological issues surrounding trauma in children.
- Supports the core components of a trauma-informed intervention.

Submit your paper as a Word document by Sunday.

Assignment: Brain Trauma

4.1, 4.2, 4.3

Create an infographic, flyer, or brochure to use with teachers and families that includes the following:

- The impact complex trauma has on the brain
- Associated behaviors that might be present
- Appropriate accommodations, tools or resources to use

Utilize an online tool such as Canva to create your infographic, flyer, or brochure.

Submit a link to your infographic, flyer, or brochure by Sunday.

Week 5: Trauma-Informed Interventions & Counseling Skills

Learning Objectives

5.75	Identify evidenced-based trauma informed counseling skills that may be used with individuals.	CLO2, CLO4, CLO6
5.76	Identify evidenced-based trauma informed counseling skills that may be used with groups.	CLO2, CLO4, CLO6

Activities and Resources

Readings	5.1, 5.2
<i>Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings</i> <ul style="list-style-type: none">Ch. 10: Competencies and Components of Trauma-Informed InterventionsCh. 11: Trauma-Informed Interventions and Treatments <p>Note. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098</p>	
<i>Working with Grieving and Traumatized Children and Adolescents</i> <ul style="list-style-type: none">Ch. 1: How Structured, Sensory Interventions Help Grieving and Traumatized ChildrenCh. 2: Children’s Experiences With Grief and TraumaCh. 3: Trauma-Informed Principles and Practices <p>Note. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1221571</p>	
<i>Alliant Library</i> <p>Santiago, C. D., Raviv, T., & Jaycox, L. H. (2018). Universal and schoolwide interventions for trauma. In <i>Creating healing school communities: School-based interventions for students exposed to trauma</i>. (pp. 37–52). American Psychological Association.</p>	

Santiago, C. D., Raviv, T., & Jaycox, L. H. (2018). [Common evidence-based treatment components](#). In *Creating healing school communities: School-based interventions for students exposed to trauma*. (pp. 65–78). American Psychological Association.

Santiago, C. D., Raviv, T., & Jaycox, L. H. (2018). [Targeted and intensive interventions for trauma in schools](#). In *Creating healing school communities: School-based interventions for students exposed to trauma*. (pp. 79–88). American Psychological Association.

View the “[Child Therapy: Tools, Toys and Techniques](#)” video [53:21] by Paris Goodyear-Brown, Scott Riviere and Janine Shelby from psychotherapy.net.

Online Resources

- [TFCBT Training](#) from the Medical University of South Carolina
- [Evidence-Based & Best Practices](#) from the Child Health and Development Institute of Connecticut
- [CBITS At-a-Glance](#) from the Cognitive Behavioral Intervention for Trauma in Schools
- [Bounce Back Program Overview](#) from the Bounce Back website.
- [Trauma Information Pages](#) from David V. Baldwin.

Assignments

Discussion: Counseling

5.1, 5.2

Respond to the following prompts in the Counseling discussion forum by Wednesday:

- What are the benefits of individual versus group counseling in addressing the needs of children at school with a history of trauma?
- How might you identify whether a student would be appropriate for either type of modality?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: Trainings

5.1, 5.2

Complete the [CBITS](#) and [Bounce Back](#) trainings.

Respond to the following prompt in the Trainings discussion forum by Friday: How might you screen and use these groups in the school setting as a school mental health provider?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Intervention Tools

5.1, 5.2

Select two different games or activities you might use as an intervention tool.

Identify how the intervention supports each of the following the components of trauma intervention:

- Psychoeducation
- Relaxation Techniques
- Emotion Regulation
- Mindfulness
- Challenging maladaptive beliefs

Submit your assignment as a Word document by Sunday.

[Week 6: Overview of Crisis Response & Intervention Models](#)

[Learning Objectives](#)

6.79 Identify various crisis intervention models used in schools.	CLO1, CLO6
6.80 Determine how a crisis intervention model might be used in schools.	CLO1, CLO4, CLO5
6.81 Identify how a crisis intervention model might address students, staff, and community.	CLO1, CLO3, CLO4

Activities and Resources

Readings	6.1, 6.2, 6.3
<p><i>School Crisis Prevention and Intervention</i></p> <p>Read all the following sections:</p> <ul style="list-style-type: none">• Section 4: Evaluate• Section 5: Provide Interventions and Respond• Section 6: Examine	
<p><i>Alliant Library</i></p> <p>Nickerson, A., & Cornell, D. (2019). School crisis prevention, response, and recovery. In <i>School safety and violence prevention: Science, practice, policy</i>. (pp. 223–246). American Psychological Association.</p> <p>Sandoval, J. (2002). Culture, Diversity, and Crisis. In <i>Handbook of crisis counseling, intervention, and prevention in the Schools: Vol. 2nd ed.</i> Routledge.</p>	
<p><i>NASP Online</i></p> <p>About PREPaRE</p>	

Assignments

Discussion: Benefits of Certification	6.2, 6.3
<p>Respond to the following prompt in the Benefits of Certification discussion forum by Wednesday: What are the benefits of certification in the PREPaRE Model, both professionally and personally and for your school and community?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Assignment: Activity or Program & MTSS	6.1, 6.2, 6.3

Write a one-to two-page paper reviewing either a current or prosed activity or program in place at your school or district, for each of the tiered levels of the MTSS School-based crisis intervention model.

Submit your review as a Word document by Sunday.

Week 7: Psychological First Aid and the PREPaRE Model

Learning Objectives

7.69 Identify the core elements of Psychological First Aid.	CLO1, CLO5, CLO6
7.70 Determine when you would use Psychological First Aid in schools.	CLO1, CLO5, CLO6
7.71 Identify when you would use the PrePARE model in schools.	CLO1, CLO5, CLO6
7.72 Determine ethical considerations involved in administering these models.	CLO3, CLO6

Activities and Resources

Readings	7.1, 7.2, 7.3, 7.4
<i>Essentials of Trauma-Informed Assessment and Intervention in School and Community Settings</i>	
Ch. 12: Ethical Considerations	
Note. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=5646098	
<i>School Crisis Prevention and Intervention</i>	
Read all of Section 7: Final Considerations	
<i>Online Resources</i>	

- [PTSD: National Center for PTSD](#) from the U.S. Department of Veterans Affairs
- [Psychological First Aid Online](#) training from the NCTSN Learning Center

NASP Online

[PREPaRE Training Curriculum](#)

Assignments

Discussion: Prevention & Intervention Models

7.1, 7.2, 7.3, 7.4

Complete the [Psychological First Aid Online](#) training from the NCTSN Learning Center.

Respond to the following prompts in the Prevention & Intervention Models discussion forum by Wednesday:

- How might Psychological First Aid be a useful tool in the educational environment?
- What kind of ethical and legal considerations should be considered when using this as a tool in schools?
- When would you use Psychological First Aid versus the PREPaRE model in schools?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Vicarious Trauma

7.1, 7.2, 7.3, 7.4

Write a two-to three-page paper reflection that describes how you would ethically address the issue of vicarious trauma with teachers and staff at your school site.

Include the concepts of compassion fatigue and secondary traumatic stress in your reflection.

Submit your reflections as a Word document by Sunday.

Week 8: Crisis Counseling Skills with Individuals & Groups

Learning Objectives

8.64 Identify evidence-based techniques to use with individual and group crisis counseling.	CLO2, CLO4, CLO6
8.65 Determine when to use specific skills for crisis counseling with individuals versus groups.	CLO2, CLO4, CLO6
8.66 Identify legal and ethical considerations in crisis prevention and intervention.	CLO6

Activities and Resources

Readings	8.1, 8.2, 8.3
<i>Working with Grieving and Traumatized Children and Adolescents</i>	
Ch. 7: Incorporating SITCAP in Schools and Community-Based Organizations	
Note. You can access the Ebook through the Alliant Library: ProQuest Ebook Central, https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1221571	
<i>Online Resources</i>	
<ul style="list-style-type: none">• NEA's School Crisis Guide from the National Education Association• Direct Crisis Support from NASP Online	
<i>YouTube</i>	
View the following videos:	
<ul style="list-style-type: none">• “Breathing techniques from Responding to Crisis in the Aftermath of Disasters–Adult” [5:01].• “Breathing techniques from Responding to Crisis in the Aftermath of Disasters–Child” [2:46].	

Assignments

Discussion: Interventions	8.1, 8.2, 8.3
<p>Respond to the following prompts in the Interventions discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • What one legal or ethical consideration did you find important in addressing crisis prevention and intervention in the school environment? Why? • What tasks and activities would be beneficial as post interventions with school personnel, students and families in the first few days and weeks after a crisis? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Assignment: Toolbox	COURSE
<p>Compile a toolbox of activities and materials that you can use as a reference when needed in a crisis response.</p> <p>Note. This can include links to web resource, worksheets, scripts for mindfulness or guided visualizations, or a list of hands on tools such as pens, scissors, etc.</p> <p>Submit your toolbox as a Word document by Sunday.</p>	

[Rubrics](#)

Discussion Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Initial Response to the Forum Topic 2 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer’s Response to the Forum Topic 1 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Assignment Rubric – 5 Points

	Exceeds Requirements	Meets Requirements	Approaches Requirements	Below Requirements
Content 2 points	The assignment exceeds expectations displaying an advanced level of knowledge and understanding.	The assignment includes all the required elements.	The assignment has at least five of the required elements.	The assignment has less than five of the required elements.
Application 2 points	The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice.	The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice.	The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research.	Student makes no connection between the research and his or her own educational practice.
Format 1 point	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.

Assignment Rubric – 7 Points

	Exceeds Requirements	Meets Requirements	Approaches Requirements	Below Requirements
Content 3 points	The assignment exceeds expectations displaying an advanced level of knowledge and understanding.	The assignment includes all the required elements.	The assignment has at least five of the required elements.	The assignment has less than five of the required elements.
Application 3 points	The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice.	The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice.	The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research.	Student makes no connection between the research and his or her own educational practice.
Format 1 point	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.

Assignment Rubric – 10 Points

	Exceeds Requirements	Meets Requirements	Approaches Requirements	Below Requirements
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Content 4 points	The assignment exceeds expectations displaying an advanced level of knowledge and understanding.	The assignment includes all the required elements.	The assignment has at least five of the required elements.	The assignment has less than five of the required elements.
Application 4 points	The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice.	The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice.	The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research.	Student makes no connection between the research and his or her own educational practice.
Format 2 point	The work product conforms to APA standards with no errors.	The work product conforms to APA standards with very few or no errors.	The work product generally conforms to APA standards with some errors.	The work product contains several errors and does not conform to APA guidelines.

PPS60450: Career Counseling

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze theories, assessment instruments and techniques relevant to career planning and decision making.	Leadership	Standard 2	Standard 21		Week 1: Career Development Theories and Assessments
CLO2: Determine effective methods to individualize career and educational planning, placement, follow-up, and evaluation.	Application	Standard 7 and 10	Standard 19 and 25		Week 5: Public School Systems Week 7: Financial Aid Award Letters
CLO3: Interpret career, vocational, educational, occupational and labor market information resources as tools for career and academic development.	Engagement, Application	Standard 2 and 15	Standard 20, 21 and 24		Week 4: Career Development Activities Week 8: Preparing Students for Their Future Guidance Lesson
CLO4: Evaluate your cultural competence to assesses and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Engagement, Application	Standard 3,8 and 10	Standard 21 and 25		Week 2: Cultural Competence Case Study Week 6: Evaluating Student Transcripts
CLO5: Interpret various strategies and activities to effectively prepare students for a full range of postsecondary options and opportunities.	Leadership, Engagement	Standard 4 and 12	Standard 17 and 27 (maybe)		Week 3: Daily Operations Reflection

Week 1: Career Development Theories

Learning Objectives

1.85 Analyze theories to inform various aspects of career development.	CLO1
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<p>1.86 Interpret important factors in your life that has shaped or influenced your career development.</p>	CLO2
<p>1.87 Interpret common career assessment instruments.</p>	CLO3

Activities and Resources

<p>Readings</p>	1.1, 1.2, 1.3
<p><i>Career Development Interventions</i></p> <ul style="list-style-type: none"> • Ch. 1: Introduction to Career Development Interventions • Ch. 2: Understanding and Applying Theories of Career Development 	
<p><i>Presentations</i></p> <p>View the following presentations to guide your reading:</p> <ul style="list-style-type: none"> • Ch. 1: Career Development Interventions • Ch. 2: Theories of Career Development 	
<p>Preparation: Daily Operations Paper</p>	N/A
<p>Schedule a time to interview a school counselor at any level, although a high school counselor may be easier to access, before Week 3.</p> <p>Review the Daily Operations Reflection assignment for more information about the interview assignment.</p>	

Assignments

Discussion: Career Development Influences	1.2
<p>Write a short version of your life, in the Career Development Influences discussion forum by Wednesday, that includes the following:</p> <ul style="list-style-type: none">• Important factors in your life that have influenced your career development• Work experiences• Values• Appropriate personal information you believe will help us get to know each other <p>Reply to another classmate’s post, by Sunday. If possible, respond to a classmate that has not yet received feedback.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

Assignment: Career Development Theories & Assessments	1.1, 1.3
<p>Complete the Holland Code Career Test from Truity.</p> <p>Write a one-to two-page response to the following prompts:</p> <ul style="list-style-type: none">• What were your Holland Code Career results?• Did your results surprise you in any way? Why or why not?• Should career development theories address life roles other than work? Why? <p>Submit your paper as a Word document by Sunday.</p>	

Week 2: Competent Career Development Interventions

Learning Objectives

2.77 Identify appropriate career development theories to provide individualized career counseling.	CLO2
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2.78	Analyze career development theories to identify if they meet the needs of various diverse populations.	CLO4
2.79	Interpret important factors in your life that has shaped or influenced your cultural competence.	CLO4

Activities and Resources

Readings	2..1, 2.2, 2.3
<i>Career Development Interventions</i>	
<ul style="list-style-type: none">Ch. 3: Understanding and Applying Recent Theories of Career DevelopmentCh. 4: Providing Culturally Competent Career Development Interventions	
<i>Presentations</i>	
View the following presentations to guide your reading:	
<ul style="list-style-type: none">Ch. 3: Emerging Theories of Career DevelopmentCh. 4: Culturally Competent Career Development Interventions	

Assignments

Discussion: Cultural Competence	2.2, 2.3
Respond to the following prompts in the Cultural Competence discussion forum by Wednesday:	
<ul style="list-style-type: none">How well do the career development theories discussed in Ch. 3 of Career Development Interventions address persons from diverse backgrounds?What are some strengths and weaknesses that stand out?What three things are you good at? How did your own cultural background influence these skills or abilities?How might your own cultural background affect the efficacy of the career intervention strategies you chose to use with your students?	
Reply to another classmate’s post, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to a classmate that has not yet received feedback.	

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Case Study

2.1

Review the student case of Ronald presented in Ch. 3 of Career Development Interventions.

Write a one-to two-page paper describing Ronald’s career development using one or more of the theories presented in the chapter.

Include the following in your paper:

- Which theory or theories would you use to provide Ronald with career counseling?
- What are the limitations of the theory or theories you selected for Ronald’s situation?

Submit your paper as a Word document by Sunday.

[Week 3: Career Planning–Assessment, Resources, & Information](#)

Learning Objectives

3.80 Analyze the daily operations of a career development program.	CLO3, CLO5
3.81 Interpret data from career assessment instruments and report findings.	CLO3
3.82 Determine appropriate career assessment instruments based on age groups.	CLO2

Activities and Resources

Readings	3.1, 3.2, 3.3
<i>Career Development Interventions</i>	

- Ch. 5: Assessment and Career Planning
- Ch. 6: Career Information and Resources

Presentations

View the following presentations to guide your reading:

- Ch. 5: Assessment and Career Planning
- Ch. 6: Career Information and Resources

Online Resources

Take the following Personality Type test from Truity:

- [The 16 Personality Type Profiles](#) to view your 4 letter code type
- [The TypeFinder® Research Edition](#) personality test based on the 4 Letter Personality Code developed by Briggs Myers.

Assignments

Discussion: Assessments

3.2, 3.3

Respond to the following prompts in the Assessments discussion forum by Wednesday:

- How accurate do you believe your results were taking the type finder personality test?
- How can assessments be used when working with middle school students? High school students? College-age students?
- What are some of the dangers or pitfalls of giving assessments?

Reply to another classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post!' or I

agree!

Assignment: Daily Operations Reflection	3.1
<p>Interview a school counselor to learn about the types of information and resources provided to students and parents about career choices and college access.</p> <p>Write a three-to five-page reflection on the information and resources:</p> <ul style="list-style-type: none"> • Is there specific information for students and parents from low socioeconomic and first generation families? • How is the information delivered? • What are the success and challenges the school counselor has had? • Reflect on the system, what works? Why? • How would you attempt to overcome the challenges shared during the interview? <p>Submit your paper as a Word document by Sunday.</p>	

[Week 4: Career Development Interventions–Elementary, Middle, and High School](#)

Learning Objectives

4.81 Assess career development processes and techniques and determine which are applicable to specific populations.	CLO3
4.82 Assess various career development activities that promote career development for various age groups.	CLO1, CLO3

Activities and Resources

Readings	4.1, 4.2
<p><i>Career Development Interventions</i></p> <ul style="list-style-type: none"> • Ch. 10: Career Development Interventions in the Elementary Schools 	

- Ch. 11: Career Development Interventions in Middle Schools

Presentations

View the following presentations to guide your reading:

- Ch. 10: Interventions in the Elementary Schools
- Ch. 11: Interventions in Middle Schools

Online Resource

Listen to the “[550: Three Miles](#)” broadcast [60:00] from WBEZ’s This American Life.

Assignments

Discussion: Career Development Tasks

4.1

Respond to the following prompt in the Career Development Tasks discussion forum by Wednesday: What career development tasks do you think are most important to help elementary, middle, and high school students address?

Reply to another classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Career Development Activities Wiki

4.2

Research an age appropriate career development activity you would be able to implement in a classroom or small group setting that would promote career development.

Post a link to the activity you selected to the Career Development Activities Wiki.

Include a description of the grade level the activity would be appropriate for and what areas of career development it addresses.

Week 5: Post-Secondary Options–CA Higher Education Public School Systems

Learning Objectives

5.77	Compare the major California higher education school systems.	CLO5
5.78	Determine effective strategies to inform students about post-secondary options.	CLO2
5.79	Determine effective strategies to inform and engage parents about post-secondary options.	CLO2

Activities and Resources

Readings	5.1, 5.2, 5.3
<i>Ready, Willing, and Able</i>	
<ul style="list-style-type: none">Ch. 1: More Youth, More Ready: A Developmental Understanding of Gaps in Educational EquityCh. 2: Becoming Developmentally Aware: Applying Developmental Theory to College Preparation and Planning	
Online Resources	
Review the following University and College application or admissions websites:	
<ul style="list-style-type: none">CAL State ApplyUC AdmissionsCalifornia Community Colleges Requirements	

Assignments

Discussion: Public-School Systems	5.1, 5.2, 5.3
Respond to the following prompts in the Public-School Systems discussion forum by Wednesday:	

- What three differences did you find in the admissions or application requirements between the three California public school systems?
- How would you inform students about their public-school choices? How would you encourage them to apply to the different options available?
- How would you engage parents in the process?

Reply to another classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

[Week 6: Post-Secondary Options–College Application Process](#)

Learning Objectives

6.82 Compare higher education application processes, including public and private schools.	CLO3
6.83 Determine methods to support the first-generation population in post-secondary options.	CLO4
6.84 Appraise various higher education systems in order to support a student academic plan based on student strengths and needs.	CLO3, CLO4, CLO5

Activities and Resources

Readings	6.1, 6.2, 6.3
<p>Ready, Willing, and Able</p> <ul style="list-style-type: none"> • Ch. 3: Envisioning: Forming an Identity That Includes College-Going • Ch. 4: Believing: Seeing College as Possible and Probable 	
<p>Online Resources</p> <p>Explore the following websites:</p> <ul style="list-style-type: none"> • The Common Application 	

- [Colleges that Change Lives](#)
- [Peterson's](#)

Review UC's rules for GPA: [Calculating GPA](#)

Review college entrance exams at the Princeton Review: [SAT vs ACT](#)

Review a listing of top tier schools that are test optional: [FairTest National Center for Fair & Open Testing](#)

Assignments

Discussion: Application Processes

6.1, 6.2

Respond to the following prompts in the Application Processes discussion forum by Wednesday:

- Compare the college application process for the CSU, UC and private school systems.
- What are the differences you notice? How do you think this affects first generation college students?
- How can you use this information for your future work with students?

Reply to another classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Evaluating Student Transcripts

6.3

Review the case studies document and the student transcripts provided. Pay attention to the student number listed on the transcripts and case studies document to match students.

Select one of the students.

Respond to the following prompts in the Evaluating Student Transcripts discussion forum by Wednesday:

- How would you go about working with that student?
- How did you consider students' strengths, needs, as well as academic performance?

Reply to another classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

[Week 7: Financial Aid 101](#)

Learning Objectives

7.73 Interpret the requirements of various financial aid applications.	CLO2, CLO3, CLO5
7.74 Interpret the benefits offered in financial aid award letters.	CLO2, CLO3, CLO5

Activities and Resources

Readings	7.1, 7.2
<p>Ready, Willing, and Able</p> <ul style="list-style-type: none"> • Ch. 5: Aiming: Setting Goals That Set Up Success • Ch. 6: Organizing: Realizing College Dreams Through Self-Regulation 	
<p>Alliant Library</p> <p>Read the following article:</p>	

Carnevale, A. P. (2008). [A Real Analysis of Real Education](#). *Liberal Education*, 94(4), 54-61.

View the following videos:

- [“Find Journal Articles in PsycINFO”](#) [2:20]
- [“Using the PsycINFO Thesaurus”](#) [4:27]
- [“Using E-Books at the Alliant Library”](#) [3:34]
- [“Ordering and Picking Up Books from Off Campus”](#) [3:21]

Online Resources

Read Onink, T. (2017). [2017 Guide to college financial aid, the FAFSA and CSS profile](#) from Forbes online.

View the [“Searching eric.ed.gov”](#) video [5:04] from YouTube.

Assignments

Discussion: Financial Aid Forms

7.1

Respond to the following prompts in the Financial Aid Forms discussion forum by Wednesday:

- As a high school counselor, how would you inform students of the importance of completing the FAFSA? The CSS profile?
- What are the different types of aid? Why is it important to explain this to students?

Reply to another classmate’s post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

Assignment: Financial Aid Award Letter

7.2

Read the six sample financial aid award letters for the same student.

Write a one-to two-page response to the following prompts:

- Which school offers the best financial aid for this student? Consider using the award analyzer to compare the offers.
- How did you feel reviewing these award letters? Were they confusing to you? Why or why not?
- How did the UCs compensate for not being able to offer a CAL grant?
- How would you work with this student regarding understanding their financial aid award letters?

Note. The family income was just under 100,000 – it is roughly 98,900 annually.

Submit your paper as a Word document by Sunday.

[Week 8: Preparing Students for Their Future](#)

Learning Objectives

8.67 Evaluate an issue or topic related to college admissions or career exploration.

CLO1, CLO2, CLO3, CLO4, CLO5

Activities and Resources

Readings

8.1

Ready, Willing, and Able

Ch. 7: Connecting: Marshaling the Support of Peers and Families

Assignments

Assignment: Guidance Lesson

8.1

Select an issue or topic related to college admissions or career exploration. Consider one of the following topics or identify one of your own:

- A group of high school aged students explaining the importance of goal setting and career planning. Walk students through career planning by helping them:
 - Learn about themselves
 - Learn about various careers
 - Setting a career goal by making a plan
- Parent to a group of special population students, such as highly unmotivated 9th graders or first generation students, explaining the A-G UC/CSU college entrance requirements:
 - What students need to do to be college-ready throughout their high school career
 - How you will motivate the students
 - What activity you have that will ensure students understand the A-G requirements
 - What supports you will provide to ensure the students are successful in meeting the A-G requirements
- The financial aid application process and the different types of aid available:
 - Financial aid application timeline for FAFSA/CA DREAM ACT and CSS Profile
 - Different types of financial aid such as state, federal, institutional, etc.

Develop a 30- to 45-minute guidance lesson on your selected topic for either students or parents. You may work individually or in pairs.

Include a handout and activity that supports your selected topic.

Submit your guidance lesson by Friday.

Discussion: Guidance Lesson Presentation

8.1

Create a three- to five-minute PowerPoint presentation of your guidance lesson.

Post it to the Guidance Lesson Presentation discussion forum by Friday.

Reply to another classmate's post, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to a classmate that has not yet received feedback.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Bibliography

56. Carnevale, A. P. (2008). A Real Analysis of Real Education. *Liberal Education*, 94(4), 54-61. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=35690591&site=ehost-live&scope=site>.
57. Onink, T. (2017). 2017 Guide to college financial aid, the FAFSA and CSS profile from Forbes online. Retrieved from <https://www.forbes.com/sites/troyonink/2017/01/08/2017-guide-to-college-financial-aid-the-fafsa-and-css-profile/#78b2128f4cd4>.

Rubrics

Discussion Rubric (15 point)

	Exemplary 100%	Good 67%	Needs Improvement 33%
Initial Response to the Forum Topic (7 points)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to First Peer's Response to the Forum Topic (4 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
Feedback to Second Peer's Response to the Forum Topic (4 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Discussion Rubric (10 point)

	Exemplary 100%	Good 67%	Needs Improvement 33%
Initial Response to the Forum Topic (6 points)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.

Feedback to First Peer's Response to the Forum Topic (2 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
Feedback to Second Peer's Response to the Forum Topic (2 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Discussion Rubric (30 point)

	Exemplary 100%	Good 67%	Needs Improvement 33%
Initial Response to the Forum Topic (16 points)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to First Peer's Response to the Forum Topic (7 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.
Feedback to Second Peer's Response to the Forum Topic (7 points)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Guidance Lesson Rubric

	Exemplary 100%	Good 67%	Needs Improvement 33%
Content (10 points)	Addresses topic and demonstrates strong knowledge of content	Addresses topic but does not demonstrate strong knowledge of content	Does not address topic selected and includes limited information
Activity (5 points)	Activity is aligned with the presentation topic, it is presented within the presentation at an appropriate time and seems to be engaging	Activity has some elements aligned with the presentation topic, but it is not presented in the appropriate time during the presentation	Activity does not have relevant elements aligned to presentation topic
Handout (5 points)	Handout is aligned with the presentation topic and compliments the information presented	Handout is somewhat aligned with the presentation topic, but does not compliment well the information presented	Handout is not aligned with the presentation topic

Guidance Lesson Presentation Rubric

	Exemplary	Good	Needs Improvement
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Alliant International University

Program: Education Specialist with School Based Mental Health + PPS Credential – School Psychology

Dr. Vangie Akridge

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	100%	67%	33%
Presentation (10 points)	Presentation is organized and flows to allow the audience to fully understand the content being presented	Presentation slides are organized in a logical sequence but may not flow in a manner that allows the audience to follow along	Presentation slides are not organized sequentially and presentation does not flow

PPS71020B: Internship

Transcript is currently in development.

PPS72400: Advanced Counseling / Therapeutic Techniques

California School of Education (CSOE)		California Commission on Teacher Credentialing Pupil Personnel Services Program Standards			Supporting Assessment
Course Learning Outcomes (CLO)	Conceptual Framework	Generic	School Counseling Credential Specialization (as applicable)	School Psychology Credential Specialization (as applicable)	Assessment Title
CLO1: Analyze counseling theories and related techniques for use in an educational counseling environment.	Engagement	Standards 3 & 6	Standards 1 & 25	Standard 17	Week 2 Assignment
CLO2: Relate normal and abnormal behavior along human growth and development across the lifespan.	Engagement	Standards 2, 3, 4, & 5	Standards 21, 25, & 26	Standards 21 & 25	Week 1 Discussion
CLO3: Analyze the principles of the diagnosis process, including assessment and differential diagnosis.	Application	Standards 2, 3, & 4	Standard 21	Standards 19 & 22	Week 2 Assignment
CLO4: Determine the role of multicultural counseling techniques in an educational counseling environment.	Engagement	Standards 3, 6, 7, 10, & 14	Standards 21, 23, 25, 26, & 27	Standards 19 & 20	Week 8 Discussion
CLO5: Evaluate the appropriate use of assessment for treatment and placement within the continuum of care for various populations.	Application	Standards 2, 3, 10, & 13	Standard 21	Standards 22 & 24	Week 6 Assignment

Week 1: Human Development & Counseling

Learning Objectives

1.88 Identify the key components of human development across ages.	CLO2
1.89 Analyze how cognitive and social emotional development impacts mental health and behavior.	CLO2
1.90 Analyze how various theories of human development can assist in counseling assessment and intervention.	CLO2, CLO3, CLO5

Activities and Resources

Readings	
<p><i>Alliant Library</i></p> <p>Capuzzi, D., & Stauffer, M. D. (Eds.). (2016). Human growth and development across the lifespan: Applications for counselors. ProQuest Ebook Central.</p> <ul style="list-style-type: none">• Ch. 1: Human Development: Counseling the Ever-Changing Person in Context• Ch. 8: Early Childhood: Emotional and Social Development• Ch. 10: Middle Childhood: Emotional and Social Development• Ch. 12: Adolescence: Emotional and Social Development	
<p><i>Online Resources</i></p> <p>Effects of Poverty, Hunger and Homelessness on Children and Youth from the American Psychological Association.</p> <p>View the following videos from YouTube:</p> <ul style="list-style-type: none">• “How does 'toxic stress' of poverty hurt the developing brain?” [9:36].• “How childhood trauma affects health across a lifetime Nadine Burke Harris” [16:02].	

Assignments

Discussion: Disruption in Development	1.1, 1.2
<p>Respond to the following prompt in the Disruption in Development discussion forum by Wednesday: How might disruption in development, such as poverty, abuse, or neglect impact a child and adolescent’s behavior? Mental health?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Discussion: Counseling Assessment & Intervention	1.1, 1.3
<p>Respond to the following prompt in the Counseling Assessment & Intervention discussion forum by Friday: How might different developmental levels impact how you approach students or clients in your mental health practice?</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

[Week 2: Choosing Counseling Theories for Targeted Counseling](#)

Learning Objectives

2.80 Determine the most appropriate counseling theory to use in specific counseling client cases.	CLO1, CLO3
2.81 Explain Cognitive Behavioral Therapy in counseling.	CLO1, CLO3
2.82 Explain Family Systems Theory in counseling.	CLO1, CLO3
2.83 Explain Behavioral Theory in counseling.	CLO1, CLO3
2.84 Explain solution-focused therapy in counseling.	CLO1, CLO3

Activities and Resources

Readings	2.1, 2.2, 2.3, 2.4, 2.5
<p><i>Counseling and Psychotherapy Theories in Context and Practice</i></p> <ul style="list-style-type: none"> • Ch. 7: • Ch. 8: • Ch. 12: 	

Alliant Library

Prout, H. T., & Fedewa, A. L. (2015). [Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings: theory and practice for school and clinical settings](#). ProQuest Ebook Central.

- Ch. 5:
- Ch. 8:
- Ch. 9:

Alliant Library

Hackney, H., & ERIC Clearinghouse on Counseling and Personnel Services, A. A. M. (1992). [Differentiating between Counseling Theory and Process](#). ERIC Digest.

Assignments

Discussion: Counseling Theory

2.2, 2.3, 2.4, 2.5

Respond to the following prompt in the Counseling Theory discussion forum by Wednesday: How can the various counseling theories be used in collaboration with clients?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Counseling Scenario

2.1

Consider the following scenario:

Jamie is a 12-year-old girl who has been referred to you due to anxiety and inattention. She has great difficulty focusing in class and home reports indicated that she often has panic attacks at night before bed. She reports that she is starting to feel like the panic attacks will happen at school and her anxiety is becoming more of a problem each day. Teachers indicated that her grades have recently slipped, and she often is out of class due to anxiety. Jamie has friends and often uses them as a support network but has minimal alternatives for coping strategies. She does not have any formal diagnoses and has not seen a therapist or counselor in the past.

Write a one-to two-page paper describing how you would approach counseling this student:

- What theory would you use?
- Why did you choose that theory?

Submit your paper as a Word document by Sunday.

Week 3: Theories & Techniques in Early & Elementary Education

Learning Objectives

3.83 Determine effective techniques specific to externalizing behaviors.	CLO1, CLO2
3.84 Determine effective techniques specific to internalizing behaviors.	CLO1, CLO2
3.85 Analyze factors associated with counseling and special education in elementary education.	CLO1, CLO2, CLO5

Activities and Resources

Readings	3.1, 3.2, 3.3
<p>Alliant Library</p> <p>Schultz, B. K. (2015). A practical guide to implementing school-based interventions for adolescents with ADHD. Springer.</p> <p>Ch. 3: Counseling Adolescents with ADHD</p> <p>Alfano, C. A., & Beidel, D. C. (Eds.). (2014). Comprehensive evidence based interventions for children and adolescents. ProQuest Ebook Central.</p> <ul style="list-style-type: none"> • Ch. 7: Anxiety Disorders in Adolescents • Ch. 9: Depressive Disorders in Children 	
Online Resource	

Hamilton, N. J. & Astramovich, R. L. (2014). [Counseling Children with ADHD: Three Focus Areas for Professional Counselors](#). *VISTAS Online*.

Assignments

Discussion: Counseling a Student or Client with ADHD

3.3

Respond to the following prompt in the Counseling a Student or Client with ADHD discussion forum by Wednesday: What approaches would you consider when counseling with a student or client with ADHD?

Provide justification for your response by referencing our readings or other reliable sources.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Specific Counseling Technique

3.1, 3.2, 3.3

Create a three-to four-minute video where you demonstrate a specific counseling technique for the following areas:

- Externalizing behavior such as anger or physical aggression
- Internalizing behavior such as anxiety or depression

Include the following information in your video:

- Description of the technique
- The theory that supports the technique
- How the technique is helpful for the targeted issue
- Model the use of the technique

Submit a link to your video by Sunday.

Week 4: Theories & Techniques in Secondary Education

Learning Objectives

4.83	Determine effective techniques specific to secondary education for externalizing behaviors.	CLO1, CLO2
4.84	Determine effective techniques specific to secondary education for internalizing behaviors.	CLO1, CLO2
4.85	Interpret factors associated with counseling and special education in secondary education.	CLO1, CLO2, CLO5

Activities and Resources

Readings	4.1, 4.2, 4.3
<p>Alliant Library</p> <p>Herman, K. C., Reinke, W. M., Frey, A., & Shepard, S. (2013). Motivational interviewing in schools: Strategies for engaging parents, teachers, and students. ProQuest Ebook Central.</p> <ul style="list-style-type: none">Ch. 1: Background and RationaleCh. 2: Getting Your Foot in the Door: The Context of MotivationCh. 3: Motivational Interviewing Principles and StrategiesCh. 6: Motivational Interviewing with Students <p>Alfano, C. A., & Beidel, D. C. (Eds.). (2014). Comprehensive evidence based interventions for children and adolescents. ProQuest Ebook Central.</p> <ul style="list-style-type: none">Ch. 8: Anxiety Disorders in AdolescentsCh. 10: Depressive Disorders in Adolescents <p>View the following videos from Psychotherapy.net:</p> <ul style="list-style-type: none">“Group Counseling with Adolescents: A Multicultural Approach” [6:25:02].“Motivational Interviewing with Adolescents: Core Concepts” {2:56:39}. <p>Note. If the direct links to the videos do not work, navigate to the Alliant Library and search for the video using the title. You will want the resource that takes you to Psychotherapy.net.</p>	

Assignments

Discussion: Motivational Interviewing	4.1, 4.2, 4.3
<p>Respond to the following prompts in the Motivational Interviewing discussion forum by Wednesday:</p> <ul style="list-style-type: none">• How might you adapt motivational interviewing with students that have been diagnosed or are eligible for special education under the category of Autism?• What factors might you need to consider when using this technique? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Assignment: School Counseling Lesson Plan	4.1, 4.2, 4.3
<p>Review the ASCA standards for Mindsets and Behaviors for Student Success:</p> <p>American School Counselor Association (2014). Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student. Alexandria, VA: Author.</p> <p>Develop a lesson plan for a small group of high school students with the focus on understanding and managing anxiety using the ASCA standards.</p> <p>Use the School Counseling Lesson Plan template.</p> <p>Submit your template by Sunday.</p>	

Week 5: Using Techniques with Specific Populations

Learning Objectives

5.80 Analyze the effective application of evidence-based interventions for various behaviors and disorders.	CLO1, CLO4
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Activities and Resources

Readings	5.1
<i>Counseling and Psychotherapy Theories in Context and Practice</i> Ch. 10:	
<i>Alliant Library</i> Alfano, C. A., & Beidel, D. C. (Eds.). (2014). Comprehensive evidence based interventions for children and adolescents . ProQuest Ebook Central. <ul style="list-style-type: none">• Ch. 12: Evidence-Based Treatment of Attention-Deficit/Hyperactivity Disorder in Children and Adolescents• Ch. 13: Treatment of Conduct Problems and Disruptive Behavior Disorders• Ch. 14: Autism Spectrum Disorders Rotheram-Fuller E., Hodas R. (2015) Using CBT to Assist Children with Autism Spectrum Disorders/Pervasive Developmental Disorders in the School Setting . In: Flanagan R., Allen K., Levine E. (eds) Cognitive and Behavioral Interventions in the Schools. Springer, New York, NY.	
<i>Online Resources</i> <ul style="list-style-type: none">• Behavioral Treatment for Kids With Anxiety from Child Mind Institute.• Resources for Clinicians for the Treatment of Depression in Children & Adolescents from the American Psychological Association. Novotney, A. (2019). Better ways to combat anxiety in youth . <i>Monitor on Psychology</i> , 50(11), 20. Neubacjer, K. (2015). Evidence-Based and Evidence-Informed Psychological Treatments for Childhood Disorders . <i>Dartmouth Trauma Interventions Research Center</i> . PracticeWise. (2020). Evidence-Based Child and Adolescent Psychosocial Interventions . <i>American Academy of Pediatrics</i> .	

Assignments

Discussion: Cognitive Behavioral Therapy	5.1
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Respond to the following prompts in the Cognitive Behavioral Therapy discussion forum by Wednesday: How might Cognitive Behavioral Therapy (CBT) address the needs of a child with Autism?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Techniques with Specific Populations

5.1

Create an infographic, poster, or brochure about the factors you should consider when choosing a technique or approach for each of the following:

- ADHD
- Autism
- Anxiety
- Depression

Use an online tool such as Canva, or another tool you are familiar with, to create your infographic or poster.

Submit a link to your infographic or poster by Sunday.

[Week 6: Developing Appropriate Treatment Plans](#)

[Learning Objectives](#)

6.85 Identify the elements of an effective treatment plan.

CLO1, CLO3, CLO5

6.86 Analyze different ways to incorporate techniques into treatment.

CLO1, CLO3, CLO5

[Activities and Resources](#)

Readings

Alliant Library

Jongsma, A. E. J., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). [The child psychotherapy treatment planner: Includes dsm-5 updates](#). ProQuest Ebook Central.

Review the book as needed.

View the "[Evidence-Based Treatment Planning for General Anxiety Disorder](#)" video [1:07:06] from Psychotherapy.net:

Note. If the direct link to the video does not work, navigate to the Alliant Library and search for the video using the title. You will want the resource that takes you to Psychotherapy.net.

Online Resources

Bartholomew, N. G., Dansereau, D. F., & Simpson, D. D. (2007). [Mapping Your Treatment Plan: A Collaborative Approach](#). TCU Institute of Behavioral Research.

Ackerman, C. E. (2021). [Mental Health Treatment Plans: Templates, Goals, & Objectives](#). PositivePsychology.com.

Assignments

Discussion: Treatment Plan Elements

6.1

Respond to the following prompts in the Treatment Plan Elements discussion forum by Wednesday: What are the most important elements to include in a treatment plan for children and teens?

Provide justification for your response by referencing our readings or other reliable sources.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Treatment Plan

6.2

Develop a written treatment plan, using the Treatment Plan template, for an elementary and secondary age student with a specific targeted mental health issue such as Anxiety, ADHD, Social Skills, or Depression.

Include the following:

- Name and description of student or client
- Identifying features of the problem including diagnostic features and severity - diagnosis
- Long term goal
- Short term objectives paired with treatment interventions

Submit your completed Treatment Plan by Sunday.

[Week 7: Using the Expressive Arts in Counseling](#)

Learning Objectives

7.75	Identify the various types of expressive therapies.	CLO1, CLO5
7.76	Analyze various ways to utilize expressive therapies with different populations.	CLO1, CLO5

Activities and Resources

Readings	7.1, 7.2
<p>Alliant Library</p> <p>Kaduson, H., & Schaefer, C. (2010). 101 favorite play therapy techniques. ProQuest Ebook Central.</p> <p>Section 7: Other</p> <p>Oster, G. D., & Gould, C. P. (2004). Using drawings in assessment and therapy: A guide for mental health professionals. ProQuest Ebook Central.</p> <ul style="list-style-type: none">• Ch. 1: Clinical Uses of Drawings• Ch. 4: Using Drawings During Individual Psychotherapy	

Assignments

Discussion: Expressive Therapies	7.1
<p>Respond to the following prompts in the Expressive Therapies discussion forum by Wednesday: Which expressive therapies would best fit with the population you work with regularly?</p> <p>Provide justification for your response by referencing our readings or other reliable sources.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Assignment: Expressive Arts in Counseling	7.2
<p>Create an infographic, poster, or brochure about one expressive therapy you would consider for each of the following:</p> <ul style="list-style-type: none">• ADHD• Autism• Anxiety• Depression <p>Use an online tool such as Canva, or another tool you are familiar with, to create your infographic or poster.</p> <p>Submit a link to your infographic or poster by Sunday.</p>	

Week 8: Restorative Practices

Learning Objectives

8.68 Explain the rationale behind the theory of restorative practices.	CLO1
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8.69 Analyze the connection between restorative practices and counseling theories and techniques.	CLO1
8.70 Analyze the impact of restorative practices on ethnically diverse populations.	CLO4

Activities and Resources

Readings	8.1, 8.2, 8.3
Online Resources	
Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools from Schott Foundation for Public Education.	
Restorative Practice Resource Project: Tools and Successful Practices for Restorative Schools Supporting Student Achievement and Well Being from the International Institute for Restorative Practices.	
Miguel, C. & Gargano, J. (2017). Moving Beyond Retribution: Alternatives to Punishment in a Society Dominated by the School-to-Prison Pipeline . <i>Humanities</i> , April. Retrieved from FixSchoolDiscipline.org.	
Explore the following webpages:	
<ul style="list-style-type: none">• Restorative Practices: A Guide for Educators from Schott Foundation for Public Education.• What is Restorative Practices? From the International Institute for Restorative Practices.	

Assignments

Discussion: Restorative Practice not Justice	8.3
Respond to the following prompts in the Restorative Practice not Justice discussion forum by Wednesday: Based on what you know about multicultural counseling techniques, why might some families take issue with the term 'restorative justice' but not 'restorative practice'?	
Provide justification for your response by referencing our readings or other reliable sources.	
Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback , by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Assignment: Restorative Practices	8.1, 8.2
<p>Create a 7-to 10-minute video about the theory of restorative practices and counseling theories and techniques that support restorative practices:</p> <p>Address the following in your video:</p> <ul style="list-style-type: none"> • What counseling techniques are used in restorative practices? • In your opinion, what counseling theory does restorative practices align with? • What prep work would you need to do with the participants before engaging them in a restorative conversation? <p>Include a reference slide at the end of your video.</p> <p>Submit a link to your video by Sunday.</p>	

[Rubrics](#)

Discussion Rubric

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Initial Response to the Forum Topic 30 points	Topic is addressed thoughtfully, supported by citations in APA format to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer’s Response to the Forum Topic 20 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Assignment Rubric–Generic

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
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Elements 10 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 40 points	Demonstrates an above average level of knowledge of the connection between research and practice. Explicit details are stated with corresponding citations.	Knowledge of the connection between research and practice is proficient. Specific details are stated with general citations.	Knowledge of the connection between research and practice is not yet proficient. General details are stated with some citations.	Knowledge of the connection between research and practice is introductory. Vague details are stated with no connections to citations.
Format 25 points	Format, citations, and references are consistent with APA style guidelines. There are no errors made. Follows proper structure, grammar, and spelling. Little to no errors throughout the work product.	Format, citations, and references are consistent with APA style guidelines. There are little, to no errors made. Follows proper structure, grammar, and spelling. Few errors are shown.	Format, citations, and references are consistent with APA style guidelines; however, there are a few errors. Contains a few errors in structure, grammar, and spelling.	Minimal sources used and inconsistently follows APA style guidelines required by the college. Follows some proper structure, grammar, and spelling but contains enough errors to distract.