



Instructor: Stephen E. Brock, Ph.D.  
Office Hours: Wednesdays, 10:00 AM to 1:00 PM  
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**EDS 249; Spring, 2008**  
Course Title: School Psychology Special Seminar  
Day/Time: Selected Wednesdays, 7:00 to 9:50 PM  
Room: Brighton Hall 203

## Seminar Syllabus

### Seminar Description:

EDS 249. *Special Seminar: School Psychology*. Individual projects or directed reading. **Note:** Departmental petition required. Graded Credit/No Credit. 1-3 units.

### Seminar Objectives:

The student will...

1. continue to develop the ability to apply research to psycho-educational practice.
2. demonstrate the background knowledge necessary to the School Psychology Masters Examination.
3. become prepared for the School Psychology Masters Comprehensive Examination.

### Attendance:

Students who miss any of the class meetings will not be eligible for the Masters exam.

### Special Notes:

1. Please turn off all cell phones or, if you need to be available for emergency phone calls, put it on silent mode.
2. Computer use is not allowed (emailing, web surfing) unless it is a directed part of a classroom activity. If you need to use your computer for note taking during class please check with the instructor prior to doing so for this class.
3. Assigned grades will be consistent with CSUS grading policy as described in the course catalog.
4. If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with the instructor after class or during office hours early in the semester.
5. Academic Honesty Policy: Go to <http://www.csus.edu/admbus/umannual/UMA00150.htm> for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:
  - a) Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
  - b) Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
  - c) Not taking credit for academic work that is not their own.
  - d) Not knowingly encouraging or making possible cheating or plagiarism by others.

### Required Readings:

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., Text Rev.). Washington, DC: Author. (Read "309.81 Posttraumatic Stress Disorder," pp. 463-468. Available in the Reserve Book Room.)
- Dyregrov, A., & Yule, W. (2006). A review of PTSD in children. *Child and Adolescent Mental Health, 11*, 176-184.
- Feeny, N. C., Foa, E. B., Treadwell, K. R. H., & March, J. (2004). Posttraumatic stress disorder in youth: A critical review of the cognitive and behavioral treatment outcome literature. *Professional Psychology: Research and Practice, 35*, 466-476.
- Hawkins, S. S., & Radcliffe, J. (2006). Current measures of PTSD for children and adolescents. *Journal of Pediatric Psychology, 31*, 420-430.
- Kruczek, T., & Salsman, J. (2006). Prevention and treatment of posttraumatic stress disorder in the school setting. *Psychology in the Schools, 43*, 461-470.

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### Optional Reading:

- Dehon, C., & Scheeringa, M. S. (2006). Screening for preschool posttraumatic stress disorder with the child behavior checklist. *Journal of Pediatric Psychology, 31*, 431-435.
- Hamblen, J. (1998). PTSD in children and adolescents. Washington, DC: National Center for Posttraumatic Stress Disorder. Retrieved January 12, 2008, [www.ncptsd.va.gov/ncmain/ncdocs/fact\\_shts/fs\\_children.html](http://www.ncptsd.va.gov/ncmain/ncdocs/fact_shts/fs_children.html)
- Langeland, W., & Olf, M. (2008). Psychobiology of posttraumatic stress disorder in pediatric injury patients: A review of the literature. *Neuroscience and Biobehavioral Reviews, 32*, 161-174.
- Margolin, G., & Vickerman, K. A. (2007). Posttraumatic stress in children and adolescents exposed to family violence: Overview and issues. *Professional Psychology: Research and Practice, 38*, 613-619.
- Vickerman, K. A., & Margolin, G. (2007). Posttraumatic stress in children and adolescents exposed to family violence: Treatment. *Professional Psychology: Research and Practice, 38*, 620-628.

### Seminar Assumptions:

It is assumed that passing the School Psychology Praxis examination documents attainment of the breadth of knowledge consistent with the awarding of the Masters degree. The Masters Examination, as a result, will focus on the ability to apply such knowledge in a school setting. This course is designed to ensure that students taking the Examination have the specific background knowledge necessary to being able to bridge the gap between research and practice.

**Seminar Requirements (Grading: Credit/No Credit).** Students are considered prepared for the Comprehensive Exam if they earn 100% of the total possible points outlined below:

1. *Attendance/Seminar participation.* Attendance, and participation in seminar discussions, yields a maximum of **50 points** (25 points for each lecture and discussion seminar meeting).
2. *Masters Examination Pre-Test.* From lectures and assigned reading a pre-test will be offered to assess the background knowledge important to successful completion of this semester's Masters Examination. This test will not be graded. Completion of the pre-test yields **50 points**.

### Seminar Meetings/Outline

Date	Topic	Assignments (To be completed by class date)
February 13	• Lecture & Discussion:	• Review syllabus • Obtain required readings
February 20	• Lecture & Discussion:	• Complete all required readings
April 23	• Maters Examination Pre-test	• Review lecture notes and required readings
May 5	• Masters Examination.	• Review pre-test results and fill in any background knowledge gaps

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**SPRING 2008 MASTERS EXAMINATION OUTLINE**  
 Theory to Practice

Sam is a 9-year-old, 3<sup>rd</sup> grade student, with a history of behavior and subject learning difficulties going back to his preschool years. You have just finished your psycho-educational evaluation of Sam. Your task is now to make sense of evaluation data so as to be able to give the IEP team meaningful guidance. The following is a summary of the data you have collected. Carefully consider these data so as to be able to answer the six (6) questions that follow.

NAME:	SAM SMITH	ASSESSMENT DATE:	MARCH 15, 2008
AGE	9-YEARS, 1-MONTH	BIRTH DATE:	FEBRUARY 12, 1999
GRADE:	3		

**Reason For Referral**

Sam is a 9-year-old, third grade boy who was referred by his mother to help determine the etiology of basic reading skill development challenges and to assist in educational program planning.

**Background Information**

Sam is a 9-year, 1-month-old, 3<sup>rd</sup>-grade-boy, who currently attends ABC School in Center, CA. He lives with his biological mother, Suzie Smith. Sam is an only child. The primary language of the home is English. Reading fluency was reported by Ms. Smith to be the primary learning weakness. There is no family history of learning disabilities, however, Sam's father is reported to have an ADHD. The current home environment appears to be one that highly values reading and is optimally supportive of Sam's reading skill development....

**Test Taking Behavior**

Sam readily accompanied the examiner to the testing room and rapport appeared to be adequate. ...

**Assessment Data**

*Wechsler Intelligence Scale for Children – IV (WISC-IV)*  
 Full Scale IQ = 129

*Wechsler Individual Achievement Test (2<sup>nd</sup> ed.; WIAT)*

*Gray Oral Reading Test (4<sup>th</sup> ed.)*

Reading Rate standard score = 9; Reading Accuracy score of = 10; Reading Comprehension Score = 10

*Comprehensive Test of Phonological Processing (CTOPP)*

Subtest	Raw Score	%ile Rank	Standard Score	Composite	%ile Rank	Standard Score
Elision				Phonological Awareness		
Blending Words				Phonological Memory		
Memory for Digits				Rapid Naming		
Rapid Digit Naming						
Nonword Repetition*						
Rapid Letter naming						

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*Test of Word Reading Efficiency (TOWRE)*

Subtest	Raw Score	Age Equivalent	Grade Equivalent	Percentile Rank	Standard Score
Sight Word Efficiency					
Phonemic Decoding Efficiency					

*Gray Silent Reading Test*

*Process Assessment of the Learner: Test Battery for Reading and Writing (PAL-RW)*

Content Subtest	Raw Score	Decile Score	Classification
<b>Phonological Processing</b>			
Syllables			
Phonemes			
Rimes			
<b>Orthographic Processing</b>			
Receptive Coding (short term memory)			
Word Choice (long term memory)			
<b>Rapid Automatic Naming</b>			
Letters			
Words			
Digits			
Words & Digits			
<b>Phonological Decoding</b>			
Pseudoword Decoding			

*Student Interview*

Sam was unable (or unwilling) to discuss his father or his early history of exposure to domestic violence, and complained of a stomach ache soon after having been asked these questions. Sam did acknowledge that he has difficulty sleeping at night (due to nightmares), and that he has problems keeping friends (due to his impulsive and aggressive play).

1. From the available data what do you judge to be Sam's primary learning challenges? (NOTE: there are 3 primary challenges, don't worry about presenting them in any particular order. The same data may support the existence more than one of these learning challenges.)

Challenge 1: \_\_\_\_\_

Data supporting this observation:

Challenge 2: \_\_\_\_\_

Data supporting this observation:

Challenge 3: \_\_\_\_\_

Data supporting this observation:

2. What specific psycho-educational report recommendations do you have for each of Sam's learning challenges?

Challenge 1: \_\_\_\_\_

Recommendations:

Challenge 2: \_\_\_\_\_

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Recommendations:

Challenge 3: \_\_\_\_\_  
Recommendations:

3. What is your recommendation regarding Sam's eligibility for special education and/or Section 504 services?  
Recommendation:
4. Assume that the IEP team feels Sam is eligible for special education services (and that you agree with such a conclusion). Given the learning challenges you have listed, what eligibility category(ies) would you recommend the team consider for Sam?
5. Sam's mother is wondering about her son's prognosis. Given the challenges you have identified, what would you tell them? In your response to this question, be sure to provide a response that is parent friendly (i.e., one that a parent without a psychological background would readily understand).
6. Is there any significant data missing from the data set listed above that you feel should have been collected before the IEP meeting?

NOTES:

- All responses must follow the style rules delineated within the *Publication Manual of the American Psychological Association*. In preparing for the Examination special attention should be given to the *Manual's* Chapter 4 which is titled "Expression of Ideas," and Chapter 5 "APA Editorial Style." Students are reminded that the goal of this examination is to demonstrate the ability to bridge the gap between research and practice.
- The exam will take place in a University Computer Lab and you will be required to print out a hard copy of your exam for grading purposes. In these labs printing is charged at \$0.05 per page, and a CSUS OneCard is needed to operate the printer. If you do not possess a OneCard, it will be necessary for you to purchase a Courtesy OneCard. For additional information, visit <http://www.csus.edu/onecard/guestcard.htm>
- School psychology faculty will proctor the Examination. As soon as it is completed, a team of faculty members will begin to read and score each response. A minimum of three faculty members will read each response. Experience with this process has suggested that Examination results can be made available to students within one week following the Examination.