

Instructor: Stephen E. Brock, Ph.D.
Office Hours: Wednesdays, 10:00 AM to 1:00 PM
Phone: 916-278-5919
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EDS 249; Spring, 2009
Course Title: School Psychology Special Seminar
Day/Time: Selected Wednesdays, 7:00 to 9:50 PM
Room: EUR 114

Seminar Syllabus

Course Description:

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

Course 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 better 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 any 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 Academy of Pediatrics. (2000). Clinical practice guidelines: Diagnosis and evaluation of the child with attention-deficit/hyperactivity disorder. *Pediatrics*, 105, 1158-1170
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., Text Rev). Washington, DC: Author. (DSM IV-TR ADHD diagnostic criteria, pp. 85-93).
- Brock, S. E., & Clinton, A. (2007). Diagnosis of attention-deficit/hyperactivity disorder (AD/HD) in childhood: A review of the literature. *The California School Psychologist*, 12, 73-91.
- Hervey-Jumper, H., Douyon, K., Falcone, T., & Franco, K. N. (2008). Identifying, evaluating, diagnosing, and treating ADHD in minority youth. *Journal of Attention Disorders*, 11, 522-528.
- Koonce, D. A. (2007). Attention deficit hyperactivity disorder assessment practices by practicing school psychologists: A National survey. *Journal of Psychoeducational Assessment*, 25, 319-334
- Sayal, K., Letch, N., & El Abd, S. (2008). Evaluation of screening in children referred for an ADHD assessment. *Child and Adolescent Mental Health*, 13, 41-46.
- Tobin, R. M., Schneider, W. J., Reck, S. G., & Landau, S. (2008). Best practices in the assessment of children with attention deficit hyperactivity disorder: Linking assessment to response to intervention. In A. Thomas & J Grimes (Eds.), *Best practices in school psychology* (5th ed., pp. 617-631). Bethesda, MD: National Association of School Psychologists.

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Course 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.

Course Requirements (Grading: Credit/No Credit, upon successful completion of the Masters Examination). 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 year'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 11	• Lecture & Discussion:	• Review syllabus • Obtain required readings
February 18	• Lecture & Discussion:	• Complete all required readings
April 22	• Maters Examination Pre-test	• Review lecture notes and required readings
May 4	• Masters Examination. EUR 301. 9am to 2pm	• Review pre-test results and fill in any background knowledge gaps

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2009 MASTERS EXAM INFORMATION

Theory to Practice

The Comprehensive Examination for the Masters will consist of six (6) questions. Students will be given 300 minutes (5 hours) to respond to exam questions. Through this Examination each student will demonstrate to the School Psychology faculty that he or she has achieved a level of sophistication consistent with the awarding of a Masters degree. The outline of this year's examination questions is provided below (NOTE. The actual examination will provide substantially more information than is provided in the following sample.)

Casey is a 12-year-old, 6th grade student, with a history of behavior and subject learning difficulties going back to his first grade year. You have just finished your psycho-educational evaluation of Casey, and 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.

Reason for Referral:

Casey was referred for testing at the request of his parents who feel that he may be eligible for special education assistance. ...

Background Information:

Casey has attended the ABC school district for the past 6-months. His father is in the Army and Casey has had frequent school changes. Current teacher reports describe this student as "smart," but "a sloppy worker who makes careless mistakes." ...

School History. The cumulative record reveals that Casey's school difficulties are not new. He was considered for retention in the 4th grade, but apparently moved before the necessary paper work could be completed. ...

Developmental History. Casey was the product of a pre-term pregnancy and had a birth weight of 3.3 lbs. ...

Health History. With the exception of asthma (for which he takes medication) Casey's general health status appears good. ...

Family History. Casey's mother reports that her sister was often very inattentive as a child (like Casey) and had a history of depression. ...

Test Taking Behavior:

Casey's mood during testing was variable. ...

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Test Results

Woodcock-Johnson Tests of Cognitive Abilities

Ability Clusters Subtests	Standard Score (90% Confidence Interval)	Percentile Rank
General Intellectual Ability	103 (98-107)	57
Verbal Ability Cluster		
Comprehension-Knowledge		
Verbal Comprehension		
General Information		
Thinking Ability		
Long-Term Retrieval		
Visual-Auditory Learning		
Retrieval Fluency		
Visual-Spatial Thinking		
Spatial Relations		
Picture Recognition		
Auditory Processing		
Sound Blending		
Auditory Attention		
Fluid Reasoning		
Concept Formation		
Analysis-Synthesis		
Cognitive Efficiency		
Processing Speed		
Visual Matching		
Decision Speed		
Short-Term Memory		
Numbers Reversed		
Memory for Words		

Woodcock-Johnson Tests of Achievement

Cluster	Standard Score	Percentile Rank
Broad Reading		
Broad Math		
Broad Written Language		

Test of Word Reading Efficiency

Total Score Subtest	Standard Score	Percentile Rank
Total Word Reading Efficiency		
Sight Word Efficiency		
Phonemic Decoding Efficiency		

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Comprehensive Test of Phonological Processing

Composite Subtests	Standard Score (90% Confidence Interval)	Percentile Rank
Phonological Awareness		
Elision		
Blending Words		
Phonological Memory		
Memory for Digits		
Nonword Repetition		
Rapid Naming		
Rapid Digit Naming		
Rapid Letter Naming		

Child Behavior Checklist

Scale	Scale Score	Percentile Rank
Anxious/Depressed		
Withdrawn/Depressed		
Somatic Complaints		
Social Problems		
Thought Problems		
Attention Problems		
Risk Taking Behavior		
Aggressive Behavior		

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1. From the available data what do you feel are Casey's primary learning challenges? (NOTE: there are 3 primary challenges, don't worry about presenting them in any particular order.)

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 Casey's learning challenges?

Challenge 1: _____
Recommendation:

Challenge 2: _____
Recommendation:

Challenge 3: _____
Recommendation:

3. What is your recommendation regarding Casey's eligibility for special education and/or Section 504 services?
Recommendation:
4. Assume that the IEP team feels Casey 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 Casey?
5. Casey's parents are wondering about their child's prognosis. Given the challenges you have identified, what would you tell them? In your response to this question, be sure to use the words you would use when actually sharing this information with Casey's parents.
6. Is there any significant data missing from the data set listed above that you feel should have been collected before the IEP meeting?