EDS 245: Psychology in the Schools

Course Overview & Introduction to Psychology in the Schools

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Syllabus and Course Schedule

- Course Objectives
- Readings
- Hotsheets (divide into groups)
- Observations (find a mentor)
- Reflection Papers
- Grading

Historical Foundations

- Origins of practice 1890 to 1920
  - Mental tests
  - Societal forces
    - Child labor
    - Compulsory schooling
  - Lightner Witmer (father of school psychology)
    - Attend to children who resist ordinary efforts of the school room

- Clinics and psycho-educational testing (1900-1930)
  - Purpose to differentiate among children
  - First training programs for school psychologists in 1920-1930
  - Emerging regulations in 1930-39
  - Organizational identity (1940-49)
    - Journals, state associations

The First Conference
May 5 and 6, 1950
Hotel Stockton
85 participants from 55 School Systems, and 8 Colleges
4 page program
1 “presentation”
3 “discussions”
4 “workshops”

California Association of School Psychologists (CASP)
- http://www.casponline.org
- Convention October 5-7, 2017, Garden Grove, CA

National Association of School Psychologists (NASP)
- http://www.nasponline.org
- Convention February 13-17, 2018, Chicago, IL
### Historical Foundations

- American Psychological Association (APA, Division 16)
  - Convention Aug 9-12, 2018, San Francisco, CA
- International School Psychology Association
  - Convention July 25-28, 2018, Tokyo, Japan

### Why Children Need School Psychologists

- Post war growth tied to developments in education
- Accepted nationwide
- Societal trends at end of 1960’s affected school psychology

### The School Psychologist’s Job

- Qualifications and Definition
  - CDE
    - [http://www.cde.ca.gov/ls/cg/pr/psychec.asp](http://www.cde.ca.gov/ls/cg/pr/psychec.asp)
  - NASP
    - [http://www.nasponline.org/about-school-psychology/who-are-school-psychologists](http://www.nasponline.org/about-school-psychology/who-are-school-psychologists)

### Skills School Psychologists Need

- NASP Domains of Practice
- California Commission on Teacher Credentialing Standards (CCTC)
The 10 Domains of Practice

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventive and Responsive Services
- Domain 7: Family-School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice

The NASP Practice Model & CSUS

School Psychology Background Knowledge

- Academic skills
- Learning aptitudes and styles
- Personality and emotional development
- Social skills and behavior issues
- Learning environments, school climate
- Special education eligibility

School Psychology Applied Skill Practice

- Consultation
  - Help teachers, parents, and administrators understand child development and learning
  - Provide positive alternatives for helping children with learning and behavior problems
  - Strengthen working relationships among educators, parents, and community services

From NASP (2003)
Prevention

- Implement programs to build positive connections between students and adults
- Identify potential learning difficulties early
- Design programs for children at risk
- Help adults to address problem behavior(s)
- Foster tolerance and appreciation of diversity
- Create safe, supportive learning environments

Intervention

- Work face-to-face with children and families
- Develop individualized solutions for learning and adjustment
- Plan and implement crisis response
- Provide
  - Counseling
  - Social skills training
  - Behavior management solutions

Education

- Train teachers and parents in:
  - Teaching and learning strategies
  - Parenting techniques
  - Classroom management techniques
  - Working with exceptional students
  - Strategies to address substance abuse and risky behaviors
  - Crisis prevention and response

Research & Program Development

- Recommend and implement evidence-based programs and strategies
- Generate new knowledge of learning and behavior
- Evaluate effectiveness of programs and interventions
- Contribute to school-wide reform and restructuring

Mental Health Care

- Deliver school-linked mental health services
- Coordinate with community resources and health care providers
- Partner with parents and teachers to create healthy school environments

Advocacy

School Psychologists Encourage/Sponsor

- Appropriate education placements
- Education reform
- Legislative involvement
- Community services and programs
- Funding for adequate resources
What Do School Psychologists Do?

- Assessment (EDS 245, EDS 248, 242A & B, 244 & 243, 247 & 243, EDS 240)
- Consultation (EDS 245, EDS 248, 240, 246A & B)
- Prevention (EDS 245, EDS 246A & B)
- Intervention (EDS 245, EDC 210, EDS 231, 248, 241 & 440, 240, 246A & B)
- Education (EDS 245, EDS 224, EDS 246A & B)
- Research & program development (EDS 250)
- Mental health care (EDS 245, EDC 210, EDS 231, EDS 241)
- Advocacy (all)

Adapted from NASP (2003)

Who Are Today's School Psychologists?

- Majority of are female (76.6%, up from 41% in 1969) and Caucasian (90.7%, down from 96% in 1980).
- Mean age of 47.4 (up from 38.8 in 1980).
- Employed in public schools (83.7%).
- Training Level: Masters, 25.06%; Specialist, 45.76%; Doctoral, 24.17%.
- Majority (47.9%) have contracts lasting 170 to 190 days per year. A minority have contracts of 200 or more days (38.7%).
- Mean per diem salary is $356.49 per day.
- The current student to psychologist ratio is 1383:1 (down from 1482:1 in 2005).

Castillo et al., (2011)

Who Are Today's School Psychologists?

- 56.2% receive administrative supervision.
- 75% participate in developing 504 plans
- Mean # of initial evals: 27.3 (down from 39.9 in 1999)
- Mean # of re-evals: 33.3 (down from 37 in 1999)
  - 47% of work time is evaluations
- Consultations (mean #): individual, 39.3; group, 14.7; organizational/system, 8
- Mean # of students counseled: 10.4
- Mean # of In-service programs conducted: 3

Castillo et al., (2011)

Ethnicity of School Psychologists

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
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<tbody>
<tr>
<td>White/Caucasian</td>
<td>90.7</td>
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<tr>
<td>Hispanic/Latino</td>
<td>13.4</td>
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<tr>
<td>Black/African-American</td>
<td>3</td>
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<tr>
<td>Asian-American/Pacific Islander</td>
<td>1.3</td>
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<tr>
<td>American Indian/Alaskan Native</td>
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</tr>
<tr>
<td>Other</td>
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Source: 2003 NASP membership survey (69% response rate)

Ethnicity Comparison

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<tr>
<th>Ethnicity</th>
<th>U.S. Population</th>
<th>School Psychologists</th>
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</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
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<tr>
<td>American Indian</td>
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<tr>
<td>Other</td>
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From: NASP (2003)

Rules of School Psychology

1. Focus on student needs.
   - Student needs dictate interventions, not simply what’s convenient for adults.
2. There is no such thing as bad data.
   - There are bad data interpretations.
3. Use tests don’t let them use you.
   - School psychologists make psycho-educational recommendations, tests don’t.
4. Everything is data.
   - There are many ways to understand a student and develop recommendations.
5. Never draw a conclusion from a single data source.
   - Look for multiple sources of agreement before coming to any conclusion.
6. Look for information that will guide interventions.
   Meaningful data provides guidance that leads to student success.

7. There is no such thing as an "un-testable" child.
   - There are students for whom standardized tests are psychometrically
     invalid.

8. You will need to ask difficult questions and deliver bad news.
   - This will make you uncomfortable, but you need to GET OVER IT!!!!

9. You need to earn the right to share an expert opinion.
   - Just because you are a "school psychologist" doesn't mean you will be
     listened to.

10. Always strive to give away psychology.
    - Psycho-educational strategies are not a covert and should be understood
      by all.

11. Be attentive to what students do well.
    - Assertively identify student strengths and use this information to guide interventions.

12. Always tell students what to do.
    - Avoid simply telling students what not to do.

13. Never think you have all the answers.
    - Always ask good questions and be a life-long learner.

14. Be a critical consumer of psycho-educational tools & interventions.
    - Use empirically supported tools/interventions, but remain open to new approaches.

CSUS Program Goals

- Continually develop professional skills through reflective practice, critical thinking and mindfulness of current research.
- Understand the structure of schools and other agencies that serve students with special needs.
- Are cognizant of effective instructional practices and use this knowledge in fostering cognitive/academic development for all students.

Conceptualize student needs from a developmental and ecological perspective.

- Are cognizant of prevention and intervention strategies that foster positive mental, physical and academic well being for both students and staff.
- Utilize a wide range of methods in assessing student needs, designing appropriate interventions and evaluating the effectiveness of those interventions.
**CSUS Program Goals**

- Engage in ongoing evaluation of programs and services with an awareness of organizational change strategies.
- Utilize counseling and consultation approaches that reframe problems with the goal of developing strategies for solution.
- Implement problem-solving approaches that lead to problem solution within the school framework or to an appropriate outside referral.

**CSUS Program Goals**

- Develop an understanding of specialized needs of diverse student populations, including issues of culture, unique learning needs, alternative lifestyles etc.
- Collaborate with schools and parents in implementing interventions that promote positive outcomes for all students.
- Conduct themselves in a manner consistent with ethical and legal standards of the profession.

**Program Structure**

- **PPS School Psychology Credential requires:**
  - Coursework
  - Practica (EDS 242b [4 units], 243 [6 units] and 439 [4 units]; 450 hours)
  - Praxis Exam (160 or higher)
  - Internship (EDS 441, 30 units, 1200 hours)
- **M.A. requires:**
  - Coursework
  - Educational Research (EDS 250, 3 units)
  - Praxis Exam (160 or higher) + Case Study Exam (EDS 249, 3 units, exam rated 8 out of 10) — or — Project (EDS 541)

- **Education Specialist Degree (Ed.S.)**
  - All M.A. Coursework
  - All PPS Credential Coursework
  - Education Specialist Seminar (EDS 239, 3 units)
  - Culminating Experience (EDS 540 or 542, 3 to 6 units)

**Credentials/Licenses/Certification**

- **School Psychology Intern Credential**
  - For practice as an intern psychologist in schools
  - Administered by California Commission on Teacher Credentialing (CCTC)
- **PPS School Psychology credential**
  - For practice in schools as a school psychologist
  - Administered by CCTC

- **Licensed Educational Psychologist**
- **Licensed Professional Clinical Counselor**
  - Administered by Board of Behavioral Science Examiners
  - Private practice in California
- **Nationally Certified School Psychologist**
  - Administered by NASP
  - Complete a NASP approved program (CSUS was re-approved in Fall 2011)
  - Pass the Praxis exam (160)
What You Do to Get What You Need & When You Need It

First Semester
- Certificate of Clearance

Second Semester
- Advancement to Candidacy for Masters
  - Course Equivalencies form for M.A.
  - Graduation Writing Assessment Requirement (GWAR)
  - Fully classified (complete all prerequisites)

(Third Semester)
- Reservation for EDS 249
- Application for Graduation, M.A.
- Advancement to Candidacy, Ed.S.

Fourth Semester
- Reservation for EDS 239, Ed.S. Seminar
- Case Study Masters Exam
- Praxis http://www.ets.org/praxis/nasp
- Internship Credential

(Second Semester)
- Certificate of Clearance

(First Semester)
- Advancement to Candidacy for Masters

(Third Semester)
- Reservation for EDS 542
- Ed.S. Seminar (EDS 239)
- Application for Graduation, Ed.S.

(Second Semester)
- All required forms for internship available at http://www.csus.edu/indiv/b/brocks/

(Third Semester)
- Reservation for EDS 239, Ed.S. Seminar
- Case Study Masters Exam
- Praxis http://www.ets.org/praxis/nasp
- Internship Credential

(Fifth Semester)
- Reservation for EDS 542
- Ed.S. Seminar (EDS 239)
- Application for Graduation, Ed.S.
- All required forms for internship available at http://www.csus.edu/indiv/b/brocks/

(Sixth Semester)
- Ed.S. Thesis/Project
- PPS credential application
- Course Equivalency form different from Advancement to Candidacy
- Application for graduation

Agreement & Contract
- Confidentiality Agreement
- Conduct Contract
  - See also Appendix C of the University Catalog

Questions?

How do I obtain the necessary paperwork for my internship and graduation?

What are the specific requirements for the Praxis exam?