

2015-2016 Annual Assessment Report Template

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or [contact us](#) for more help.

Report:

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

School Psychology Program assesses the following PLO's:

3. Written Communication: Via rubrics completed by supervisors for writing ability in EDS 243 (year long advanced assessment practica); rubrics completed by internship supervisors (psychoeducational evaluation skills); and our case study exam rubric (part of our master's exam given to the 2nd years at the end of the year).
4. Oral Communication: Via rubrics completed by supervisors for "Ability to Provide Feedback in an Understandable Manner" and "Effective Response to Questions" in EDS 243; and, rubrics for "Team Skills" in both Fieldwork (2nd years) and Internship (3rd years) which emphasize effective oral communication. Formal oral presentation of literature review and project in EDS 239. Portfolios contain various work samples, along with internship evaluation (which includes oral communication components).
6. Inquiry and Analysis: Via rubrics completed by supervisors for analysis and synthesis of findings in EDS 243 (year long advanced assessment practica); rubrics completed by internship supervisors (use of data in decision making); and our case study exam requiring analysis and synthesis of case findings (part of our master's qualifying exam given to the 2nd years at the end of the year).
13. Ethical Reasoning: Via rubrics completed by supervisors by fieldwork supervisors (Legal and Ethical Issues) and internship supervisors (Legal and Ethical Practice) and our case study exam rubric (part of our master's qualifying exam given to the 2nd years at the end of the year) that examines aspects of ethical practice.
18. Overall Competencies in the major/discipline: our case study exam rubric (part of our master's qualifying exam given to the 2nd years at the end of the year), which examines overall competency of core skills; and, scores obtained on the PRAXIS exam [the Nationally Certified School Psychologist (NCSP) exam] from our 2nd year students. See Assessing Other PLO's Section for more information on each of these.

SELECTED PLO FOR THIS ASSESSMENT REPORT: WRITTEN COMMUNICATION

School Psychology Graduate Students are able to demonstrate effective written communication skills: They will:

- 1) **Knowledge:** Be able to communicate in writing, and otherwise describe and define areas of concern as they relate to either clinical or assessment work (e.g., actual work with children in the schools; consultative skills with parents and teachers; etc.) or a problem in the field (e.g., case study Masters exam)
- 2) **Comprehension:** Summarize assessment findings in written reports (e.g., the psycho-educational report's presentation of assessment findings given to parents and shared with IEP teams).
- 3) **Application:** Report in writing assessment findings and interpret them for the audience (e.g., eliminate jargon, ensure understanding, offer appropriate recommendations).
- 4) **Analysis:** Question and examine evidence, analyzing it in writing for parents and the IEP team
- 5) **Synthesis:** Devise and formulate written plans for intervention (e.g., written recommendations for parents and IEP teams or writing of their case study Masters exam).
- 6) **Evaluation:** Assess outcomes, report in writing the information and support findings and interventions via continued consultation and collaboration with others.

Q1.2.1.

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- 1. Yes
- 2. No
- 3. Don't know

(**Remember:** Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Written Communication

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

3. Written Communication: Via rubrics completed by supervisors for writing ability in EDS 243 (year long advanced assessment practica); rubrics completed by internship supervisors (psychoeducational evaluation skills); and our case study Masters exam rubric (part of our master's exam given to the 2nd years at the end of the year).

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See attachments



Psychoed Rpt Eval.doc
142 KB



Masters Exam Scoring sheet.xlsx
14.48 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

4

Q3.2.

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

EDS 243: See attachments offered in Q2.3

Internship Supervision Rubric: Form completed by internship supervisors twice a year on 3rd year students. A formal meeting between intern supervisor and university supervisor is conducted to review the ratings. Selected items address written communication

Masters Exam: Data collected via the Excell spread sheet offered as an attachment in Q2.3. Faculty members (blind to authorship and other faculty ratings) independently evaluated students ability to, in writing, evaluate case study data

(**Remember:** Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

See attachments offered in Q2.3

Intern evaluation attached



Intern evaluation.pdf
54.85 KB



No file attached

Q3.4.

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

3

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

3

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

243 report rubric: Supervisor completes on each student over the course of 2 semesters (8 total assessments). Selected the final four from the report author's practicum

Internship Evaluation Rubric: Internship Supervisor completes on student 2 times over the course of the year. Randomly selected 5 evaluations

Case study Masters Exam: Evaluated all exams

Q3.6.1.

How did you **decide** how many samples of student work to review?

Evolving process over the years to determine how to best measure this PLO

Q3.6.2.

How many students were in the class or program?

45 across all three years in the p

Q3.6.3.

How many samples of student work did you evaluate?

5

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- 1. Yes
- 2. No
- 3. Don't know

(**Remember:** Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8**)
- 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews

7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

 No file attached

 No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

4. Other, specify:


Q3.8.2.


Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

 No file attached

 No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions


Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Tool: Internship Evaluation

PLO Area: Written Communication (Psycho-educational Evaluation skills; items 32-40).

Results: Average rating of above 4 on 5 point scale for 2013-2014 and 2014-2015. Indicates above standard performance.

 Spring 2016 exam results (Autosaved).xlsx
16.64 KB

 No file attached

Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes, across the board students are being rated as ABOVE AVERAGE in the PLO area of Written Communication by faculty and field supervisors, and are successfully writing their Ed.S. projects/theses.

 No file attached

 No file attached

Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard

- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

We have recently submitted a Justification for Hire to our Department based on our last assessment effort.

(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

National examination results attached



2016 National exam results.docx
43.79 KB



No file attached

Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

-
-
-
-

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here: _____

Psycho-Educational Report Evaluation
Internship Evaluation
Case Study Masters Exam rubric
Case Study Masters Exam results
Praxis exam results

Program Information (Required)

P1.

Program/Concentration Name(s): [by degree]

Ed. S. School Psychology

P1.1.

Program/Concentration Name(s): [by department]

School Psychology Ed. S

P2.

Report Author(s):

Stephen E. BRock

P2.1.

Department Chair/Program Director:

Susan Heredia

P2.2.

Assessment Coordinator:

None

P3.

Department/Division/Program of Academic Unit

Education - Graduate

P4.

College:

College of Education

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

45

P6.

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

N/A

P7.1. List all the names:

P7.2. How many concentrations appear on the diploma for this undergraduate program?

N/A

P8. Number of **master's degree programs** the academic unit has?

Don't know

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

0

P9. Number of **credential programs** the academic unit has?

Don't know

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

2

P10.1. List all the names:

When was your assessment plan ...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.

Please attach your latest **assessment plan**:



Assessment Plan_final.doc
54 KB

P12.

Has your program developed a **curriculum map**?

1. Yes
 2. No
 3. Don't know

P12.1.

Please attach your latest **curriculum map**:



Program Handbook (2).docx
473.2 KB

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

1. Yes
 2. No
 3. Don't know

P14.

Does your program have a capstone class?

1. Yes, indicate:
2. No
3. Don't know

P14.1.

Does your program have **any** capstone project?

1. Yes
2. No
3. Don't know

(**Remember:** Save your progress)



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

COLLEGE OF EDUCATION

DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION AND SCHOOL PSYCHOLOGY

Psycho-Educational Report Evaluation Form

Student Psychologist: _____
Date of Evaluation: _____

Client: _____ Dx _____
Evaluator: _____ S. Brock _____

<i>M/I = Missing/Incorrect</i>	<i>NR = Needs Revision</i>	<i>A = Acceptable</i>		
Evaluation Categories/Items	M/I	NR	A	
Fundamentals/Identifying Information and Reason for Referral				
Includes appropriate identifying information with necessary detail.	0	2	3	
Referral question clearly stated and well defined	0	4	6	
Present school performance explained in relevant manner with necessary detail.	0	2	3	
Background Information				
Sources of information consistently reported	0	2	3	
Detail in areas of developmental and health history	0	4	6	
Detail in the area of educational history (including response to core curriculum and educational interventions).	0	4	6	
Vision and hearing stated and date of last exam reported	0	2	3	
Behavioral Observations				
Attention/motivation of client described using concrete examples.	0	2	3	
Work habits/effort and approach to tasks described clearly including response to success and failure	0	2	3	
Relevant language issues reported and described	0	2	3	
Motor issues stated and clearly detailed.	0	2	3	
Relevant cross-cultural issues clearly described as they relate to behavior.	0	2	3	
Medications taken on assessment date reported, including name and dosage	0	2	3	
Reporting Test Results				
Includes clear and detailed validity statement	0	4	6	
Confidence intervals explained and correctly included throughout report	0	2	3	
Statistical interpretations and descriptors are accurate throughout report.	0	2	3	
Demonstrates clear understanding of results	0	4	6	
Relates results directly to referral question and provides appropriate explanation of it	0	4	6	
Interpretation of Test Results-Conclusions				
Conclusions directly connected to referral question and address it	0	4	6	
Strength-based information included and integrated in detail.	0	4	6	
As indicted IDEA 2004 considerations are addressed.	0	2	3	
Interpretation is more focused on client than tests/instruments.	0	4	6	
Data from multiple sources, including observations, relevant educational & environmental information integrated to give an overall picture of strengths, weaknesses, and needs.	0	4	6	
Interpretations are correct and stated appropriately.	0	4	6	
Recommendations				
Recommendations are linked to results of assessment/data.	0	4	6	
Sufficient attention given to recommendations; adequate specificity and number provided.	0	4	6	
Recommendations relevant to area of concern.	0	2	3	
As indicate in "reason for referral" recommendations are relevant to the target audience.	0	2	3	
Recommendations are evidence based	0	2	3	
Recommendations utilize identified student strengths	0	2	3	
General Overall Impressions				
Writing is free of spelling/grammatical/tense errors.	0	4	6	
Jargon-free report	0	4	6	
Report is logical and coherent	0	4	6	
Overall report quality is acceptable for current training level 0-10 pts possible	0 1 2 3 4 5 6 7 8 9 10			
Psychoeducational Report Score (at least 60 % of the overall grade for this case)	___ / ___ = ___ %			
Turned in on time (COMPLETE draft available at case staffing)	YES NO*			

*Reports that are not turned in on time will result in the reduction of a full grade for every day that the report is late (e.g., a report that would have been graded "A" will be graded "B" if it is one day late).

Overall Case Grade (test administration, case staffing, parent conference and supervisor appraisal) _____ Comments: _____

Student: 8565 possible earned

Evaluator: Brock

Question 1

PTSD 25 25

i, a) 2

Witness to domestic violence

i, b) 2

Experiences physical threats

ii, a) 2

Physiological reactivity when exposed to reminders. "When...visitations

ii, b) 2

Psychological reactivity when exposed to reminders. "When...visitations

ii, c) 2

Dreams, which among children may include generalized fears. "...frequent

ii, d) 2

Other data that could be logically connected to PTSD's intrusion symptoms:
Avoids conversations about the event. When "asked about his father's behavior he quickly tries to change the subject."

iii, a) 2

iii, b) 2

"Sam was unable (or unwilling) to discuss his father"

iii, c) 2

Other data that could be logically connected to PTSD's avoidance symptoms:
Inability to recall the event. "Sam appeared unable to

iv, a) 2

remember important details about incidents"

iv, b) 2

Other data that could be logically connected to PTSD's negative affective

v, a) 2

"He was also reported to be very irritable and to have frequent angry outbursts"

v, b) 2

Problems concentrating: "Sam's teachers are reported to have remarked on his
Startle response: "jumped when the recess bell rang and when a book fell off the examiner's desk"

v, c) 2

v, d) 2

Sleep: "... he was frequently yawning during testing (Sam reported that

v, e) 2

Other data that could be logically connected to PTSD's increased arousal

vi, a) 2

Regression: "after having had early success with language acquisition, Sam

vi, b) 2

Somatic complaints: "frequent stomach and head aches" despite the fact that

vi, c) 2

Poor peer relationships: "...few stable peer relationships ... seems to have

vi, d) 2

Any other factors that might be logically connected to PTSD [e.g., duration of

vii 2

Genetics: Both mother and father have a personal history of PTSD

viii 2

Risk factors: Maternal response to the traumatic event would have heightened

59 25

SLD, Dyslexia 25

i 2

Reason for Referral: "basic reading skill development challenges" and "Reading

ii 2

Environment: Reading challenges exist despite a home that "highly values

iii 2

Health history: "frequent ear infections" may have affected sound processing

iv 2

Ability/Achievement discrepancy. "Sam's teachers are reported to have

v 2

WISC IV FSIQ 129 vs. WISC IV WMI 97 (2 points)

vi 2

WISC IV FSIQ 129 vs. WIAT R 90 and/or WL 99 (2 points)

vii 2

WISC IV FSIQ 129 vs. GORT (2 points)

viii 2

WISC IV FSIQ 129 vs. TOWRE (2 points)

ix 2

WISC IV FSIQ 129 vs. GSRT (2 points)

x 2

WIAT M 120 vs. WIAT R 90, WL 99 (2 points)

xi 2

CTOPP PA 79, PM 82, and RN 76 = double deficit (2 points)

xii 2

Any other factors that might be logically connected to dyslexia (up to 2 points)

47 0

ADHD	25
i	2
ii	2
iii	2
iv	2
v	2
vi	2
vii	2
viii	2
	39

Genetics: "Sam's father is reported to have an ADHD." (2 points)
 Aggressive play during preschool years. "Sam did acknowledge that ... he
 Problems concentrating: "Sam's teachers are reported to have remarked
 Inattention: "...he was poorly motivated and lacked persistency in academe
 Teacher concern: "...suspect that Sam might have an attention deficit dis
 Poor peer relationships: "...few stable peer relationships ... seems to hav
 FSIQ 129 vs. WMI 97 (2 points)
 Any other factors that might be logically connected to ADHD (up to 2 bo
0

Question 2

Challenge 1	25
Challenge 2	25
Challenge 3	25
	75

PTSD Recommendations: PTSD diagnostic assessment and psychotherap
 ADHD Recommendations: Positive behavioral supports
 Dyslexia Recommendation: Explicit, sequential, direct instruction
0

Question 3

504 **25**

i. There is no clear statement from the teacher (or any of the data for that matter) that Sam's learning needs cannot be met in the general education classroom AND/OR ii. Despite discrepancy his primary reading scores are in the average range so he is not showing academic underachievement. NOTES: (1) A response that indicates Special Education is warranted given that "the data suggests an inability to meet the Sam's needs in the general education environment" should be given at least partial credit (up to 20 points), if it makes an argument to that effect. It is in fact highly likely that Sam needs special education; however there is not enough data is provided to make a placement decision.
 (2) A response that insufficient data is available to make a placement decision is acceptable (and can be give full credit) as long as the missing data (e.g., definitive information regarding the effect of Sam's disability on academic functioning is specifically identified and/or that vision and hearing data needs to be updated).

Question 4

IOH	10
SLD	10
ED	10
	30

Other Health Impaired, would be appropriate for ADHD
 Specific Learning Disability, would be appropriate for ADHD and/or Dysle
 Emotional Disturbance, would be appropriate for ADHD and/or PTSD
0

Question 5

parent friendly	25
-----------------	-----------

This response must be worded in a fashion that would be understood by

Quesiton 6

vision/hearing	10
Broadband	10
Narrow band ADHD	10
Narrow band PTSD	10
LRE	20
Other	
	60

Vision and hearing screening results are more than a year old
Broad band behavior rating scale
Narrow band ADHD rating scale
Narrow band PTSD rating scale
Additional assessment data to explore the special education eligibility, i.
NOTE: Award credit for other items that are missing that are judged app

0

Total	360
Percent	0.069444

25

do occur [he] often complains of stomach aches. "...complained of a stomach ache soon after having been asked these questions do occur [he] is especially agitated."

at night about 'monsters' and other frightening events. "Sam did acknowledge that he has difficulty sleeping at night (diagnoses (e.g., there are indications he may have been reenacting the event in his play: "During his preschool years Sam's play was r

ptoms

blems in cognition/mood symptoms

outbursts."

It was noted that he was an exceptionally bright student who had significant difficulty concentrating and was achieving nowhere near his

he often has difficulty getting to sleep at night

and/or reactivity symptoms

Sam spoke very little and appeared to lose some of his language from age 3- to 5-years"

It was noted that doctors report no underlying physical conditions."

He has been increasingly socially withdrawn and hostile." "Sam did acknowledge that ... he has problems keeping friends (due to his diagnosis) on of symptoms (Criterion F); effect of the disturbance (Criterion G).

He expressed heightened threat perceptions "Mrs. Smith did acknowledge that she was unable to control her feelings of fear and horror"

Reading fluency was reported ... to be the primary learning weakness." (2 points)

His reading is optimally supportive of Sam's reading skill development." (2 points)

His reading skill development (2 points)

It was remarked that he was an exceptionally bright student who had significant difficulty concentrating and was achieving nowhere

onus points).

has problems keeping friends (due to his impulsive and aggressive play" (2 points)

that he was an exceptionally bright student who had significant difficulty concentrating and was achieving nowhere near his academic tasks. "... motivation to complete tasks was at times lacking" (2 points)

order." (2 points)

he been increasingly socially withdrawn and hostile." (2 points)

points).

therapeutic treatment referral. In particular, Sam should be referred to a mental health professional that provides cognitive behavior

anxiety

for most parents. Excessive use of jargon should have been avoided. Leaving Sam untreated will likely result in a much poorer outcome.

e., the effect of the identified learning challenges on school functioning in the LRE (20 points)
ropriate. Award up to 10 points for each extra item identified, but do not award more than 60 points for this question.

ons”

ue to nightmares)”

eported to have been very aggressive.”

potential.”

s impulsive and aggressive play”

near his potential.” (2 points)

potential.” (2 points)

ral treatment.

itcome than doing nothing at all. Definitive prognostic statements should not be made. However, if Sam has ADHD, PTSD, and

Dyslexia, as the data may suggest, it is likely that this will be a lifelong condition that will generate significant challenges to his

; adult functioning. When you combine PTSD with ADHD and Dyslexia, the prognostic picture become even less optimistic. How

never, there are treatments that have been show to be effective for all three of these conditions. With appropriate treatment

recovery is a real possibilit



School Psychology Training Program Intern Evaluation Form

Intern Name: _____

Date: _____

Supervisors: Please use the following form to evaluate intern progress. At a minimum it should be completed in November and May of each school year. The intern is not required to be rated at the highest level in any area, but we do expect ratings of 3 or 4 in most areas by the end of the internship experience. If you have not observed the intern in a given activity, rate it as N/A. Acceptable performance on these professional work characteristics is an important component of our students' evaluation. Please review the items carefully

School Psychology Intern Rating Scale

Please rate the Intern on the questionnaire provided below. Use the following scale.

N/A Not applicable or not observed. This rating should be used when the activity in question is not part of placement expectations or the rater has not had the opportunity to observe or rate the intern on this item.
1 Poor. Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the intern's suitability for this field of work should be evaluated. Bottom 5%.
2 Below Standard. Performance is below average. An intern whose performance consistently falls in this range requires improvement to function effectively in a professional environment. Bottom 15%.
3 Standard. Most interns will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of interns in this range meets normal expectations. Middle 50%.
4 Above Standard. Performance and judgment of interns in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers. Upper 15%.
5 Outstanding. Performance is recognizably and decidedly better than a large proportion of other interns. Upper 5%.

A. Personal Characteristics

1	Presents a professional appearance	N/A	1	2	3	4	5
2	Demonstrates dependability	N/A	1	2	3	4	5
3	Professional in difficult situations	N/A	1	2	3	4	5
4	Demonstrates good judgment and common sense	N/A	1	2	3	4	5
5	Works well with staff and parents	N/A	1	2	3	4	5
6	Works well with children	N/A	1	2	3	4	5
7	Accepts constructive criticism	N/A	1	2	3	4	5
8	Makes use of constructive criticism	N/A	1	2	3	4	5
9	Appreciates diverse views	N/A	1	2	3	4	5
10	Demonstrates initiative and resourcefulness	N/A	1	2	3	4	5
11	Engages in continued self-evaluation	N/A	1	2	3	4	5
12	Interacts well with culturally different persons	N/A	1	2	3	4	5
13	Presents/exchanges information with diverse audiences	N/A	1	2	3	4	5
14	Models wellness and personal resilience	N/A	1	2	3	4	5

15. Recommendations for the further development of personal characteristics important to interactions with pupils, parents, school staff, and other professionals. _____

Professional Responsibilities

16	Observes scheduled work hours and keeps appointments	N/A	1	2	3	4	5
17	Responds to referrals punctually	N/A	1	2	3	4	5
18	Completes job (e.g., reports) assignments in a timely fashion	N/A	1	2	3	4	5
19	Manages time effectively	N/A	1	2	3	4	5
20	Maintains contact with supervisors	N/A	1	2	3	4	5
21	Provides follow-up actions as required	N/A	1	2	3	4	5
22	Is visible and accessible within assigned schools	N/A	1	2	3	4	5
23	Initiates relationships with local public & private agencies	N/A	1	2	3	4	5
24	Makes appropriate use of information technology	N/A	1	2	3	4	5

25. Recommendations for the further development of professional responsibilities important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Use of Data in Decision-Making

26	Locates/uses research data in making planning decisions	N/A	1	2	3	4	5
27	Familiar with a range of empirically supported interventions	N/A	1	2	3	4	5
28	Considers alternatives/implications in program planning	N/A	1	2	3	4	5
29	Able to interpret research data for staff, pupils, and parents	N/A	1	2	3	4	5
30	Designs, conducts, reports program evaluations	N/A	1	2	3	4	5

31. Recommendations for the further development of data-based decision-making skill important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Psycho-Educational Evaluation Skills

32	Accounts for cultural and linguistic differences	N/A	1	2	3	4	5
33	Has knowledge of a variety of assessment models	N/A	1	2	3	4	5
34	Able to use a variety of data sources to understand learners.	N/A	1	2	3	4	5
35	Identifies student learning strengths and weaknesses	N/A	1	2	3	4	5
36	Written reports are thorough and accurate	N/A	1	2	3	4	5
37	Makes appropriate use of technology	N/A	1	2	3	4	5
38	Knows local public & private agencies/make good referrals	N/A	1	2	3	4	5
39	Uses assessment data to plan/evaluate educational intervention	N/A	1	2	3	4	5
40	Recommendations consistent w/ tenets of effective instruction	N/A	1	2	3	4	5

41. Recommendations for the further development of psycho-educational evaluation skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Collaboration and Consultation Skills

42	Demonstrates knowledge of behavioral consultation skill	N/A	1	2	3	4	5
43	Demonstrates knowledge of mental health consultation skill	N/A	1	2	3	4	5
44	Establishes effective collaborative relationships with staff	N/A	1	2	3	4	5
45	Works collaboratively in making placement decisions	N/A	1	2	3	4	5
46	Works collaboratively in addressing group and system issues	N/A	1	2	3	4	5
47	Conducts effective parent conferences	N/A	1	2	3	4	5
48	Acts as an effective liaison between school and home	N/A	1	2	3	4	5
49	Facilitates home – school collaboration	N/A	1	2	3	4	5
50	Evaluated consultations strategies used	N/A	1	2	3	4	5
51	Understands how cultural issues effect collaboration	N/A	1	2	3	4	5
52	Promotes family/school partnerships that facilitate devel.	N/A	1	2	3	4	5
53	Demonstrates understanding of human development/learning	N/A	1	2	3	4	5
54	Considers student diversity in consultation	N/A	1	2	3	4	5

55. Recommendations for the further development of collaboration and consultation skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

SST/IEP Team Skills

56	Demonstrates IEP Team process knowledge	N/A	1	2	3	4	5
57	Demonstrates SST process knowledge	N/A	1	2	3	4	5
58	Presents assessment data in a clear manner	N/A	1	2	3	4	5
59	Presents assessment data in a concise manner	N/A	1	2	3	4	5
60	Presents clinical information to parents in a sensitive way	N/A	1	2	3	4	5
61	Keeps team focused on the task at hand	N/A	1	2	3	4	5
62	Writes appropriate behavioral/academic goals for students	N/A	1	2	3	4	5
63	Summarizes key issues in a clear/concise manner	N/A	1	2	3	4	5
64	Demonstrates leadership potential	N/A	1	2	3	4	5

65. Recommendations for the further development of team skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Counseling Skills

66	Establishes effective rapport with clients	N/A	1	2	3	4	5
67	Able to identify core problems or issues	N/A	1	2	3	4	5
68	Able to implement appropriate interventions	N/A	1	2	3	4	5
69	Able to evaluate the effectiveness of interventions	N/A	1	2	3	4	5
70	Keeps appropriate progress notes	N/A	1	2	3	4	5
71	Able to write useful case reports	N/A	1	2	3	4	5
72	Maintains confidentiality as appropriate	N/A	1	2	3	4	5
73	Recognizes situations where privilege does not apply	N/A	1	2	3	4	5
74	Able to provide crisis intervention assistance	N/A	1	2	3	4	5
75	Promotes prevention/wellness programs for pupils	N/A	1	2	3	4	5
76	Able to assess risk of self-injurious behavior	N/A	1	2	3	4	5
77	Understands how culture may influence counseling	N/A	1	2	3	4	5
78	Knows when to make referrals to community agencies	N/A	1	2	3	4	5
79	Knows how to make community agency referrals	N/A	1	2	3	4	5

80. Recommendations for the further development of counseling skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Legal and Ethical Practice

81	Understands special education laws/procedures	N/A	1	2	3	4	5
82	Adheres to the CASP/NASP code of ethics	N/A	1	2	3	4	5
83	Recognizes the limits of professional training	N/A	1	2	3	4	5
84	Oriented toward career-long professional development	N/A	1	2	3	4	5
85	Obtains consultations support when needed	N/A	1	2	3	4	5
86	Only accepts responsibilities within current skill level	N/A	1	2	3	4	5

87 Recommendations for the further development of understanding of legal/ethical issues important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

88 The checklist below will serve to assure that the intern is obtaining experience in a broad array of services. Any experience(s) not provided at the time of the initial evaluation should be provided before the final evaluation. Please check all experiences that apply

Counseling Experiences <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Other (please list) _____	Consultation Experiences <input type="checkbox"/> Behavioral <input type="checkbox"/> Learning Skills <input type="checkbox"/> Social Skills <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please list) _____
Assessment Experiences <input type="checkbox"/> Learning Disabled <input type="checkbox"/> Emotional Disturbed <input type="checkbox"/> Severely Handicapped <input type="checkbox"/> Alternative <input type="checkbox"/> Section 504 <input type="checkbox"/> Bilingual <input type="checkbox"/> Preschool <input type="checkbox"/> Manifestation Determination <input type="checkbox"/> Autism <input type="checkbox"/> Low Incidence <input type="checkbox"/> Other (please list) _____	Program Observation Experiences <input type="checkbox"/> Resource Specialist Program <input type="checkbox"/> Special Day Class <input type="checkbox"/> Low Incidence Programs <input type="checkbox"/> General Education <input type="checkbox"/> Autism Programs <input type="checkbox"/> Infant/Preschool Programs <input type="checkbox"/> Other (please list) _____

Comments: _____

Use separate sheet if necessary

Supervisor Signature _____

Date _____

Student Signature _____

Date _____

**Data from National School Psychology Credentialing Exam: PRAXIS II EXAMINATION IN SCHOOL PSYCHOLOGY
(NCSP score in parentheses)**

2009 (165)		2010 (165)		2011 (165)		2012 (165)		2013 (165)		2014 (165)		2015 (147)		2016 (147)	
Candidate	Score	Candidate	Score	Candidate	Score	Candidate	Score	Candidate	Score	Candidate	Score	Candidate	Score	Candidate	Score
YN	184	BW	185	SW	185	EC	186	MS	186	EH	183	KC	192	CC	180
TG	182	LA	184	SH	182	QB	180	NB	183	JJ	181	KR	189	AT	174
CQ	177	LT	181	AO	182	JL	178	LS	183	EVL	177	CC	186	ML	172
LP	176	BS	180	KT	180	MZ	176	CC	183	EVC	177	EC	185	SH	171
RY	173	DA	178	DH	178	CS	175	MT	176	AF	177	SS	184	CM	170
MD	173	NL	176	CR	177	HW	172	LS	176	AL	176	RM	180	NJ	168
GM	171	LS	176	CT	177	QL	172	EF	175	OO	176	KR	179	CH	164
LM	169	CW	176	SD	175	PR	170	NG	175	MA	176	JD	175	NM	161
JM	168	CT	173	AD	172	LY	170	JR	174	KS	175	LW	173	BG	157
AH	166	ST	171	MA	171	DH	168	KD	168	HS	172	JV	171	MS	156
RR	164	AM	169	JT	171	MP	169	CC	167	AO	172	AC	171	SK	155
CM	164	JP	169	AS	170	JG	165	MA	164	LB	168	RC	169	MH	155
HT	163	EG	164	JW	167	VR	165	BB	163	MJ	165	IG	168	JM	151
WB	163	SC	163	MA	165	GM	161	EM	163	ME	164				
CB	154	SM	161	TL	164	PH	157	JM	160	MS	163				
				AW	158			MS	155	KK	162				
								ES	154						
Average	169.8		173.7		173.4		170.9		170.9		172.7		178.6		164.1

Aggregated Data

Passing at NCSP level	67%		80%		81%		87%		65%		75%		100%		100%
Passing CSUS Intern level	100%		100%		100%		100%		100%		100%		100%		100%
N	15		15		16		15		17		16		13		13
Mean	170		174		173		171		171		173		179		164
Range	184-154		185-161		185-158		186-157		186-154		183-162		192-168		180-151

PRAXIS II Subscores for 2012 Cohort

Candidate	Total Score	I		II		III		IV		V		VI	
		RS	%	RS	%	RS	%	RS	%	RS	%	RS	%
EC	186	37/41	90%	15/15	100%	15/18	83%	10/14	71%	15/15	100%	8/14	57%
QB	180	27/42	64%	13/15	87%	15/19	80%	12/14	86%	14/16	87%	11/14	79%
JL	178	34/41	83%	12/15	80%	14/18	78%	9/14	64%	13/15	87%	9/14	64%
MZ	176	30/41	73%	10/15	67%	17/19	89%	10/14	71%	12/15	80%	9/14	64%
CS	175	28/41	68%	15/15	100%	13/19	68%	11/14	79%	12/16	75%	7/14	50%
HW	172	27/41	66%	12/15	80%	16/18	89%	7/14	50%	12/15	80%	10/14	71%
QL	172	27/42	64%	11/15	73%	15/19	80%	9/14	64%	10/16	62%	10/14	71%
LY	170	27/42	64%	13/15	87%	15/19	80%	9/14	64%	9/16	56%	6/14	43%
PS	170	25/41	61%	11/15	73%	15/18	83%	11/14	79%	13/15	87%	7/14	50%
MP	169	27/41	66%	13/15	87%	12/18	67%	11/14	79%	9/15	60%	8/14	57%
DH	168	25/41	61%	13/15	87%	12/18	67%	9/14	64%	11/15	73%	9/14	64%
JG	165	27/41	66%	10/15	67%	7/19	37%	7/14	50%	12/16	75%	9/14	64%
VR	165	24/42	57%	12/15	80%	12/19	63%	6/14	43%	9/16	56%	10/14	71%
GM	165	22/42	52%	11/15	73%	11/19	58%	5/14	43%	9/16	56%	9/14	64%
PH	165	23/42	55%	9/15	53%	8/19	42%	6/14	43%	9/16	56%	8/14	57%
AVERAGE			0.66%		0.80%		0.71%		0.63%		0.73%		0.62%

PRAXIS II Subscores for 2014 Cohort

Candidate	Total Score	I		II		III		IV		V		VI	
		Data-Based Decision Making		Research-Based Academic Practices		Research-Based Behavioral & Mental Health Practices		Consultation & Collaboration		Applied Psychological Foundation		Ethical/Legal & Professional Foundations	
		RS	%	RS	%	RS	%	RS	%	RS	%	RS	%
EH	183	33/41	80%	13/15	87%	16/18	89%	13/15	87%	14/16	88%	11/13	85%
JJ	181	33/41	80%	13/15	87%	16/18	89%	13/15	87%	13/16	81%	9/13	69%
EvC	177	22/41	54%	10/15	67%	17/18	94%	14/15	93%	15/16	94%	9/13	69%
EvL	177	30/41	73%	12/15	80%	15/18	83%	13/15	87%	13/16	81%	10/13	77%
AF	177	29/41	71%	14/15	93%	13/18	72%	10/14	71%	12/15	80%	12/14	86%
AL	176	32/41	78%	11/15	73%	16/18	89%	12/15	80%	12/16	75%	9/13	69%
OO	176	30/41	73%	12/15	80%	15/18	83%	15/15	100%	11/16	69%	9/13	69%
MA	176	32/41	78%	10/15	67%	16/18	89%	13/15	87%	11/16	69%	10/13	77%
HS	172	28/41	68%	9/15	60%	17/18	94%	13/15	87%	11/16	69%	10/13	77%
LO	172	34/41	83%	7/15	47%	16/18	89%	11/15	73%	12/16	75%	8/13	62%
LB	168	26/41	63%	11/15	73%	16/18	89%	12/15	80%	10/16	63%	9/13	69%
MJ	165	28/41	68%	12/15	80%	16/18	89%	13/15	87%	9/16	56%	5/13	38%
ME	164	27/41	66%	8/15	53%	15/18	83%	9/15	60%	11/16	69%	9/13	69%
KK	163	21/41	51%	12/15	80%	13/18	72%	7/14	50%	12/15	80%	8/14	57%
MS	162	25/42	59%	8/15	53%	11/18	61%	11/15	73%	12/16	75%	10/13	77%
AVERAGE	172.6		0.70%		0.72%		0.84%		0.80%		0.75%		0.70%

		I	II	III	IV	V	VI
Candidate	Total Score	Data-Based Decision Making	Research-Based Academic Practices	Research-Based Behavioral & Mental Health Practices	Consultation & Collaboration	Applied Psychological Foundation	Ethical/Legal & Professional Foundations
SS	184	31/41	15/15	17/18	11/14	12/15	12/14

PRAXIS II Subscores for 2015 Cohort

		I		II		III		IV	
Candidate	Total Score	Professional Practices, Practices that Permeate all Aspects of Service		Direct and Indirect Services		System-Level Services		Foundations of School Psychological Service Delivery	
		RS	%	RS	%	RS	%	RS	%
KC	192	26/30		24/25		16/17		32/33	
KR	189	26/30		22/24		16/17		29/35	
CC	186	26/30		22/24		14/17		29/35	
EC	185	28/30		23/25		14/17		29/33	
RM	180	23/30		22/25		15/17		31/33	
KR	179	26/30		22/25		14/17		26/29	
JD	175	26/30		19/25		16/17		27/33	
LW	173	24/30		19/25		15/17		29/33	
JV	171	23/30		21/25		12/17		30/33	
AC	171	25/30		19/25		13/17		29/33	
RC	169	21/31		24/25		13/17		21/33	
IG	168	25/30		22/25		10/17		27/33	

PRAXIS II Subscores for 2016 Cohort

Candidate	Total Score	I		II		III		IV	
		Professional Practices, Practices that Permeate all Aspects of Service		Direct and Indirect Services		System-Level Services		Foundations of School Psychological Service Delivery	
		RS	%	RS	%	RS	%	RS	%
CC	180	30/33		22/25		16/17		28/25	
AT	174	25/33		20/25		16/17		31/35	
ML	172	23/33		23/26		11/17		26/35	
SH	170	25/33		23/25		14/17		28/35	
CM	170	24/30	80%	19/25	76%	15/17	88%	27/33	82%
NJ	168	18/30		22/24		12/17		25/35	
CH	164	19/30		21/24		10/17		24/35	
NM	161	21/33		23/25		13/17		26/25	
MS	156	21/30		18/25		12/17		25/33	
BG	157	23/33		17/25		13/17		27/35	
MH	155	20/33		18/25		14/17		26/35	
SK	155	17/30		21/24		10/17		19/35	
JM	151	25/30		18/25		7/17		22/33	

ASSESSMENT PLAN

PERFORMANCE-BASED PROGRAM ASSESSMENT AND STUDENT PERFORMANCE ASSESSMENT (Adapted from NASP Standard IV for WASC Review)

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources, and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other educators.

Because we are a small faculty and all closely involved with the local practitioner community, we frequently engage in discussions regarding our program. Informal data collection and program improvements are therefore constant. Samples of more formal program evaluation occur at the class, student and program levels.

Mission:

Our mission is to promote educational practices that lead to positive outcomes for children and youth. We strive to do this, first, by training exemplary school psychologists who consistently integrate knowledge into practice and effectively utilize a problem-solving model to improve educational outcomes for the students whom they serve. We also engage in research, the dissemination of knowledge and professional and community service that will advance school psychology practice.

Learning Outcomes:

The expected student learning outcomes are that program graduates will be able to:

- 1) continually develop professional skills through reflective practice, critical thinking and mindfulness of current research
- 2) be cognizant of effective instructional practices and use this knowledge in fostering cognitive/academic development for all students
- 3) conceptualize student needs from a developmental and ecological perspective,
- 4) be cognizant of prevention and intervention strategies that foster positive mental, physical and academic well being for both students and staff
- 5) utilize a wide range of methods in assessing student needs, designing appropriate interventions and evaluating the effectiveness of those interventions,
- 6) utilize counseling and consultation approaches that reframe problems with the goal of developing strategies for solution,
- 7) implement problem-solving approaches that lead to problem solution within the school framework or to an appropriate outside referral,
- 8) collaborate with schools and parents in implementing interventions that promote positive outcomes for all students.
- 9) conduct themselves in a manner consistent with ethical and legal standards of the profession

Measures:

The above outcomes are linked to composites on two measures we use for evaluating our program's success. Scores of relevant composites are aggregated to determine how well our program is doing as a whole. The two primary sources of information are the the Praxis Test in School Psychology and the Intern Field Supervisor Evaluation.

The Praxis Test in School Psychology is given at the end of the second year in the program, prior to the beginning of an internship. The Praxis provides an overall score and composite scores for the following categories: Diagnosis and Fact Finding, Prevention and Intervention, Applied Psychological Foundations, Applied Educational Foundations, and Ethical and Legal Considerations.

The Intern Field Supervisor Evaluation is completed at the end of the spring semester of an intern's academic year. Thus the two sources of information are from two consecutive years. These evaluations have the following categories: Personal Characteristics, Professional Responsibilities, Use of Data in Decision Making, Psycho-educational Evaluation Skills, Collaboration and Consultation Skills, SST/IEP Team Skills, Counseling Skills and Legal and Ethical Practice. These are linked to the above learning outcomes.

In addition to these aggregate measures, we engage in more fine grained, ongoing program evaluation as described below.

Formal Program Evaluation

- All classes are evaluated by students each semester through anonymous evaluation procedures. Faculty members and the Department Chair receive copies of these evaluations. In addition, these evaluations are provided to committees for use in the retention, tenure, and promotion process. Within the College of Education, teaching effectiveness constitutes 55% of the criteria for retention, tenure, and promotion.
- In addition, faculty members use their own evaluations to gain more course specific information.
- Information from the community is considered essential to our program evaluation. To that end, each advisory meeting is used as a means for gathering information regarding the program. This information is solicited by written survey (see Employer Survey, Section VII, Curriculum) and informal discussion. In addition, discussion also addresses how current trends in the field impact training needs.
- Successful completion of the Praxis exam (this exam is a national standard in school psychology) is required prior to entering internship. Students must obtain a total score of 600 or higher before beginning the internship.
- The evaluation of students described below also provides us with feedback regarding the program. Both fieldwork and internship evaluations are aligned with our expected learning outcomes. Thus aggregate results allow us to measure how well the program is doing as a whole in achieving expected outcomes.

- An alumni questionnaire (See Alumni Survey, Section VII, Curriculum) has been circulated twice in the last five years and this document has provided valuable information that has been helpful in redesigning our course sequence.
- An employer questionnaire (see Employer Survey, Section VII, Curriculum) has been used to solicit feedback regarding skills of interns and our graduates

Informal Program Evaluation

- Faculty meets with students informally to gather information on course and program functioning.
- Members of the School Psychology Advisory Board are frequently in a position to share feedback regarding the competencies of recent graduates as the members are employers in the local area.
- Involvement with practicing school psychologists in the professional associations (CASP) has provided an opportunity for feedback on the strengths and weaknesses of graduates. All faculty members are members of the CASP listserv.

Examples of response to Program feedback

- Local employers and graduates emphasized the importance of students' developing behavior analysis skills. In response to this input, this area of study has been expanded. A specific course was added to the curriculum and a day long refresher was provided to previous students during Winter Intersessions 2002 and 2003.
- Due to an expressed need for more awareness regarding autism, a one-day autism training was developed and held during Winter Intersession in 2004. In addition, this content area has been structured into a current assessment course (EDS 247).
- Coursework (EDS 246a) has been added to address academic interventions due to student concerns that they did not know enough about academic issues.
- We successfully recruited and hired a part-time bilingual specialist in response to feedback from all stakeholders regarding the need for more training in working with children for whom English is their second language.
- The program was significantly changed for fall, 2003 entry. At that time, redundant courses were removed and courses that would provide our students with the skills needed to be data based problem solvers in a new model of school psychology service were added. Those included Preventive Academic Interventions, an expansion of Preventive Mental Health Interventions and an elective in Teacher Education. In addition, students now start Early Fieldwork in the first semester of their second year. Following are some of the data leading to these program changes:
 - Graduation Intern Questionnaire included recommendations from graduates for "more training in writing goals and objectives;" more training in CBM; "get into schools earlier" (see Section VII, curriculum, Alumni Survey).
 - Employer recommendations for more awareness of academic standards.
- In response to graduates who expressed concerns for more supervision during Early Fieldwork, supervision for this course was taken over by a full time core faculty member.

- In response to graduates' suggestions, advisors now make sure they meet with advisees at least once per semester.
- In response to graduates' suggestion for more assessments in the field, candidates began performing at least two of their practica assessments in the field during the 03-04 school year.
- The syllabus for EDS 441, Internship Seminar was developed for the 2003-2004 school year in response to field supervisor feedback generated at the first meeting held between university supervisors, field supervisors, and interns.

Evaluation of Student Competence

- As noted in the attached Flow Chart, (see attachment, Section XIV) academic and professional competencies are addressed sequentially throughout the program through course work evaluations and portfolio review.
- At the beginning of the second semester in the second year, each student meets individually with faculty to discuss their readiness for beginning an internship.
- Evaluations by Early Fieldwork supervisors (both university-based and school site-based) are used to assess students in preparation for this meeting.
- Individual students are evaluated on a regular basis both through coursework and within faculty meetings. Students whose progress is deemed less than satisfactory are counseled as to issues of concern and a plan for remediation is developed.
- Practica and fieldwork experiences provide an opportunity for faculty to observe and monitor the level of competence with which students apply their knowledge in professional service. Students who are not meeting an acceptable standard during their practica or early fieldwork experiences are required to repeat practica before beginning an internship. In the past two years, we have had two students each year who took an extra practica prior to beginning their internships. This approach has been highly successful for students leading to increasing in both skill and confidence.
- Internship evaluations are a critical measure for assessing student competence as well as providing us with feedback regarding the program. As stated above these evaluations are aligned with learning outcomes and are gathered during a student's last year in the program (their internship). The evaluation is thorough, including both knowledge-based and interpersonal competencies. In this way we are able to determine the level at which students are able to apply the skills and knowledge gained in their coursework.
- Logs of activities augment this assessment of strengths and weakness, and help us to more thoroughly evaluate student progress.
- The Internship seminar also provides a way for University supervisors to monitor student progress. The seminars are discussion based, therefore allowing supervisors to check on the understanding and developing skills of the interns.
- Another method of evaluation which is outside the department is Advancement to Candidacy. This is student initiated and is only for those candidates wishing to obtain a graduate degree. Application is possible once a student has completed 40% of the graduate degree coursework. The candidate's academic plan and eligibility for the degree are reviewed by the Graduate Center. (The majority of students in this program do obtain a Master's degree with their credential.) Upon

- initiation of the Ed.S. degree students will also be required to meet Advancement to Candidacy requirements for that degree.
- The Portfolio evaluation process provides faculty with an additional method for determining that all students are meeting NASP competencies as they progress through the program.
 - During Early Fieldwork, students must work with a case in which they consult with the teacher, design an intervention, assure implementation of the intervention, and monitor progress. They often start this project in EDS 246a or EDS 240 (Case Study Requirements EDS 246a).
 - Prior to receiving an Internship Credential, students must pass the Praxis exam with a score of 600+. A passing score on this exam indicates beginning competence. In addition, they must successfully complete the Case Study Exam (CSUS).
 - In addition to passing the examination, faculty members must agree that a student is ready to function competently and fairly independently as an Intern prior to any student being allowed to begin an Internship.
 - Student fitness for the practice of school psychology is directly addressed in the Student Handbook. Faculty reserve the right to *not* grant a credential to any student deemed unfit for the practice of school psychology regardless of course grades.

Results of these evaluations are addressed at faculty meetings and shared with advisory groups.

School Psychology Program Handbook



Department of Graduate and Professional Studies in Education
College of Education
California State University, Sacramento

May 2016

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Every attempt has been made to insure the accuracy of information in this handbook. However, specific information such as dates can change. Double-checking crucial information through other sources (e.g., Graduate Studies for due dates) is always required.

PROGRAM OVERVIEW

Training Model, Philosophy, and Knowledge Base

Our training model is based on a problem solving approach to school psychology practice because we believe it is the most effective approach for the delivery of school-based services to children, families, and staff. The course of study evolves from this philosophy and is designed to convey the knowledge, skills, and abilities that are necessary for our students to be effective practitioners.

To be effective problem solvers, school psychologists need a broad base of knowledge. It is this knowledge base that serves as the foundation for the specialized knowledge, skills, and abilities that you, as a practicing psychologist, develop in response to the unique needs of the settings within which you practice and populations that you serve. This approach requires an understanding of human growth and development, socio-cultural and biological influences on human development and behavior, theories of learning, assessment, and individual and group counseling. Developing skills in consultation, program development and evaluation, research methodologies, inter-disciplinary collaboration, and utilization of community resources are all critical components in our training model. A core underpinning of our training model is the recognition that effective interpersonal skills form a basis for effective practice. In addition, our program is designed with the unique needs of our region in mind. California has an ethnically diverse population: our schools are rich in different languages and cultures. Therefore, it is imperative that you develop the knowledge, skills, and attitudes necessary for working with diverse groups. Consideration of cultural diversity is infused into the design of all coursework.

Practicum and fieldwork experiences are a core component of our training model. We believe that it is important for you to become self-directed life-long learners as well as develop specific professional skills. To that end, we include self-directed learning activities in your training and provide you with first-hand experience applying knowledge to practice. Therefore, you will have the opportunity to work in applied settings that complement your coursework throughout the program.

Our training model is also designed to develop reflective practitioners. The ability to reflect on one's practice is critical to ongoing professional development. Therefore, we design learning experiences that stimulate reflection about your learning, practicum, and field experiences. By doing so, we hope that you will come to better understand yourself, your strategies for applying knowledge to practice, and your evolving professional identity.

Mission

Our mission is to promote educational practices that lead to positive outcomes for the school aged youth we serve. We strive to do this, first, by training exemplary school psychologists who consistently integrate knowledge into practice and effectively utilize a problem-solving model to improve educational outcomes for students. We also engage in research, the dissemination of knowledge, and professional and community service that advance school psychology practice.

Learning Outcomes

Our expected learning outcomes for school psychology students follow from the training model, philosophy, and knowledge base that serve as the foundation for our program. We expect that as practicing school psychologists you will:

- 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;
- be 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;
- be 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;
- engage in ongoing evaluation of programs and services with an awareness of organizational change strategies;
- utilize empirically supported 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;
- develop an understanding of specialized needs of diverse student populations, including issues of culture, unique learning needs, alternative lifestyles;
- collaborate with schools and families in implementing interventions that promote positive outcomes for all students;
- conduct yourself in a manner consistent with ethical and legal standards of the profession.

These are our goals for you as a practicing school psychologist.

Course of Study

There are two possible degrees and two possible credentials within the program. The two degrees are:

1. Master of Arts (M.A.) in Education (School Psychology option)
2. Specialist in Education (Ed.S.) in School Psychology

The two credentials are:

1. School Psychology Internship Credential
2. Pupil Personnel Services Credential: School Psychology option (PPS).

All of the coursework that is required for the M.A. is also required for the two credentials. The Ed.S. requires all of M.A. and PPS coursework as well as a seminar and culminating experience. Students who already possess an advanced degree may be able to waive courses specific to the M.A. and/or Ed.S. degrees.

Upon admittance to the program, you will be assigned to an advisor who helps you to plan your exact course of studies. Full-time students can complete the entire degree and credential sequence in six semesters. The planned course of study is based upon two considerations. First, courses that are foundational to later courses are taken in the appropriate order. Second, courses that provide complementary learning opportunities are offered within the same semester.

Master of Arts (M.A.) in Education (School Psychology option)

The Master of Arts in Education (School Psychology) requires completion of the program prerequisites, and 45-48 units of coursework with a minimum cumulative 3.0 GPA. No single course in which a student receives a grade below "B-" will be counted as credit toward the degree unless the student has petitioned for acceptance of the course, and the petition has been accepted and approved by the School Psychology faculty. A minimum of 21 of these units must be taken in residence at Sacramento State. Use of extension courses must be approved by the advisor. Enrollment in Special Problems will only be granted under exceptional circumstances.

An outline of the prerequisite requirements follows:

Units Course

- (3) Drugs and behavior (e.g., PSYC 117)
- (3) Abnormal psychology (e.g., PSY 168)
- (2) Education of exceptional learners (e.g., EDUC 100A)
- (1) Education of exceptional learners lab (e.g., EDUC 100B)
- (3) Introduction to statistics (e.g., STAT 1)
- (3) Introduction to counseling (e.g., EDUC 155)
- (3) Power, privilege and self-identity (e.g., EDUC 156)
- (2) Tutoring children in reading (e.g., EDUC 125A)
- (1) Tutoring children in reading practicum (e.g., EDUC 125B) **-OR-**
 For both EDUC 125A and 125B equivalent teaching/tutoring experience (consult with advisory to determine equivalency)
- California Basic Educational Skills Test (CBEST)
- Graduate Writing Assessment Requirement (GWAR, Step 1)

An outline of degree requirements follows (Courses in parentheses are prerequisites):

Units	Course	Title
(3)	EDC 210	Multicultural/Ethnic Counseling (EDUC 155, EDUC 156)
(3)	EDS 231	Group Process in School Psychology
(3)	EDS 245	Psychology in the Schools
(3)	EDS 248	Human Development and Learning
(3)	EDGR 260	Writing and Research Across the Disciplines
(3)	EDS 241	Counseling and Psychotherapy for School Psychologists (Corequisite: EDS 440)
(3)	EDS 242A	Cognitive Assessment (Corequisite: EDS 242B)
(3)	EDS 250	Education Research (EDGR 260)
(3)	EDS 440	Practicum in Individual Counseling/School Psychology
(3)	EDS 240	Functional Assessment of Behavior
(3)	EDS 244	Social, Emotional, and Behavioral Assessment (EDS 242A and EDS 242B; Corequisite: EDS 243A)
(3)	EDS 246A	Preventive Academic Interventions
(3)	EDS 246B	Preventive Mental Health Interventions

- (3) EDS 247 Assessment of Special Needs
- (3) EDS 249 Special Seminar: School Psychology –**OR**–
- (3-6) EDS 541 Master's Project: Education/School Psychology

The MA Seminar (EDS 249) course requires students to file and have approved a Reservation Form for that course the semester before intended registration. It prepares students for the CSUS Case Study Masters Exam, which along with the ETS Praxis Exam (School Psychology), are the two tests that must be taken to meet the M.A. exam culminating experience criteria.

Registration for Special Problems (EDS 199/EDS 299) requires a Special Problems petition be filed the semester before intended registration. Enrollment in the culminating experience (Thesis/Project/MA Seminar) may occur only after advancement to candidacy.

Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the deadline date. In addition, all coursework leading to this Master's degree must be completed within a seven year period.

Credential Requirements

The School Psychology Internship Credential requires completion of the program outlined above for the MA in Education (School Psychology), plus the following:

School Psychology Internship Credential Requirements

Units	Course	Title
(4)	EDS 242B	Cognitive Assessment Lab
(3)	EDS 243A	Assessment Practicum (concurrent with EDS 244)
(3)	EDS 243B	Assessment Practicum (concurrent with EDS 247)
(2-5)	EDS 439A	Early Fieldwork in School Psychology
(2-5)	EDS 439B	Early Fieldwork in School Psychology
		Passing the ETS Praxis Exam (School Psychology)

The Pupil Personnel Services (School Psychology) Credential requires completion of the program outlined above for the MA in Education (School Psychology) and the School Psychology Internship Credential, plus the following:

Pupil Personnel Services (School Psychology) Credential Requirements

Units	Course	Title
(30)	EDS 441	Internship in School Psychology

Specialist in Education (Ed.S.) in School Psychology Requirements

The Specialist in Education (Ed.S.) in School Psychology requires the coursework for the M.A., and the Internship and School Psychology credentials, plus the following courses.

Units	Course	Title
(3)	EDS 239	Education Specialist Seminar
(4-6)	EDS 540	Education Specialist Thesis: School Psychology – OR –
(4-6)	EDS 542	Education Specialist Project: School Psychology

Before graduation, an Application for Graduation with an Ed.S. must be filed in the Graduate Center by the deadline date published in the Schedule of Classes.

Suggested Course Sequence

The following Table offers the suggested course sequence for the M.A. and Ed.S. degrees, and Internship and PPS School Psychology Credentials for students planning on full time enrollment status.

<i>First Semester</i>	<i>Course Title</i>	<i>Units</i>
EDC 210	Multicultural Counseling	3
EDS 231	Group Process in School Psychology	3
EDS 245	Psychology in the Schools	3
EDS 248	Human Development and Learning	3
EDGR 260	Writing and Research Across the Disciplines	3
		15
<i>Second Semester</i>		
EDS 241	Counseling and Psychotherapy for School Psychologists	3
EDS 242 A	Cognitive Assessment	3
EDS 242 B	Cognitive Assessment Lab	4
EDS 250	Educational Research	3
EDS 440	Practicum in Counseling for School Psychologists	3
		16
<i>Third Semester</i>		
EDS 240	Functional Assessment of Behavior	3
EDS 243A	Practicum in Assessment	3
EDS 244	Social, Emotional, and Behavioral Assessment	3
EDS 246A	Preventive Academic Interventions	3
EDS 439A	Early Fieldwork in School Psychology	2-5
		14-17
<i>Fourth Semester</i>		
EDS 243B	Practicum Assessment	3
EDS 247	Assessment of Special Needs	3
EDS 246 B	Preventive Mental Health Interventions	3
EDS 439B	Early Fieldwork in School Psychology	2-5
EDS 249, or 541	Masters Culminating Experience in School Psychology	3-6
		14-20
<i>Fifth Semester</i>		
EDS 441A	Internship in School Psychology	15
EDS 239	Education Specialist Seminar	3
		15-18
<i>Sixth Semester</i>		
EDS 441B	Internship in School Psychology	15
EDS 540/542	Ed.S. Culminating Experience (540, 3-6; 542, 4-6)	3-6
		15-21

PROMGRAM TOTAL

93-103

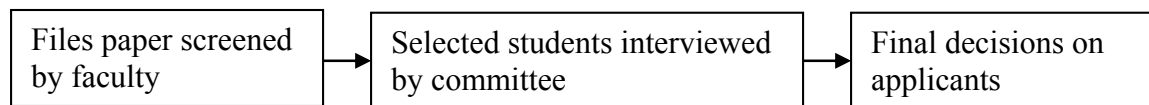
Determination of Fitness

The faculty of the School Psychology program is ultimately responsible to the children and families whom our graduates serve. Therefore, it is imperative that we consider the fitness of our candidates for the job of school psychologist. Such consideration requires us to look beyond academic work and consider personal characteristics critical to being a successful school psychologist. In selecting candidates for our program, we attend closely to these requirements. However, the faculty may also require a student to leave under specified terms, terminate a student's enrollment, or decline to award a degree or credential if faculty as a whole determines that this is in the best interests of the department or the community that it serves. Additionally, a student may be required to leave if it is determined that he/she is not qualified for admission to the school psychology profession because of factors other than academic standing.

Determination about factors other than academic standing are made in accordance with the *National Association of School Psychologists' Principles for Professional Practice* (http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf) and the *Standards for School Psychology* (<http://www.nasponline.org/standards/2010standards.aspx>).

CSUS: SCHOOL PSYCHOLOGY FLOW CHART OF STUDENT PROGRESS THROUGH PROGRAM

PROGRAM APPLICATIONS DUE FEBRUARY 1st FOR FALL ADMITTANCE



See Program Admissions for guidelines on evaluation criteria.

PREREQUISITES

Successful completion of the CBEST and first step of the GWAR

- Drugs and behavior (3 units, e.g. PSYC 117)
- Abnormal psychology (3 units, e.g., PSYC 168)
- Education of exceptional learners (2 units, e.g., EDUC 100A)
- Education of exceptional learners (1 unit, e.g., EDUC 100B)
- Introduction to statistics (3 units, e.g., STAT 1)
- Introduction to counseling (3 units, e.g., EDUC 155)
- Power, privilege and self-identity (3 units, e.g., EDUC 156)
- Tutoring children in reading (2 units, e.g., EDUC 125A)
- Tutoring children in reading practicum (1 unit, e.g., EDUC 125B) -or-
- For both EDUC 125A and 125B equivalent teaching/tutoring experience (consult with advisory to determine equivalency).

SEMESTER ONE

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 245 Psychology in the Schools	1. Field observations 3. Co-lead school-based group	1. Group project (Hotsheet)*
2. EDS 248 Human Development & Learning		2. Health and developmental history questionnaire*
3. EDS 231 Group Processes in School Psychology		3. Group curriculum project (abstract)*
4. EDS 210 Multicultural Counseling		OTHER GENERAL METHODS OF EVALUATION
5. EDGR 260 Writing and Research Across the Disciplines		Papers Class presentations Exams
Portfolio evaluation in EDS 245 (*indicates required elements)		

SEMESTER TWO

COURSES	FIELD EXPERIENCE	COURSE SPECIFIC METHODS OF EVALUATION
1. ED 250 Educational Research 2. EDS 242 A/B Cognitive Assessment (Seminar and Practicum) 3. EDS 241 Counseling & Psychotherapy for School Psychs. 4. EDS 440 Practicum in Counseling for School Psychologists	2. Assessment practicum 4. Counseling practicum	2. GATE evaluations* & Clinic supervision 4. Clinic/Field supervision
		OTHER GENERAL METHODS OF EVALUATION
		Exams Papers Case studies
Portfolio evaluation in EDS 242A (*indicates required elements)		

SEMESTER THREE

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 240 Functional Assessment of Behavior 2. EDS 244 Social, Emotional & Behavioral Assessment 3. EDS 246A Preventive Academic Interventions 4. EDS 439A Fieldwork in School Psychology 5. EDS 243A Assessment Practicum	1. Behavior consultation 3. Academic consultation 4. School psych fieldwork 5. Assessment practicum	1. Functional assessment and behavior intervention plan* 2. Assessment resource notebook* 3. Academic intervention case study* 4. Early Fieldwork Formative Evaluation* 5. Psychoeducational evaluation* & Clinic supervision
		OTHER GENERAL METHODS OF EVALUATION
		Exams Papers
Student Progress Review		
1. Portfolio evaluation in EDS 439A (*indicates required elements) 2. Faculty review transcripts for each student 3. Faculty discuss student progress for each student 4. Faculty members hold individual meetings with students at beginning of spring semester to discuss progress as indicated.		

SEMESTER FOUR

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 247 Assessment of Special Needs 2. EDS 246B Preventive Psychological Interventions 3. EDS 243B Assessment Practicum 4. EDS 249, 541:exam or project 5. EDS 439B Fieldwork	3. Assessment practicum 5. School psych fieldwork	1. Low incidence disability pamphlet* 2. Crisis and suicide intervention scripts* 3. Psycho-educational evaluation* 4. Completion of M.A. Exam or Project 5. Early Fieldwork Summative Evaluation*
		OTHER GENERAL METHODS OF EVALUATION Exams Papers

<p style="text-align: center;">Student Progress Review</p> <ol style="list-style-type: none"> Portfolio evaluation in EDS 439B (*indicates required elements) Evaluation of <i>Masters Degree Requirements</i>: All students take the PRAXIS Examination for School Psychology (administered by ETS) and the Case Study examination (administered by CSUS) or complete a Masters Project. Transcripts and examination results are reviewed to assure that all students have met course requirements for their Masters Degree. Evaluation of <i>Internship Credential Requirements</i>: All students take the PRAXIS Examination for School Psychology (administered by ETS). Faculty members meet to discuss each student's overall progress and review Early Fieldwork Evaluation Forms. Transcripts and examination results are reviewed to assure that all students have met the course requirements for their Internship credential. Faculty members hold individual meetings with students at beginning of semester to discuss progress as indicated.

SEMESTER FIVE

COURSES	FIELD EXPERIENCE	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 441A Internship Seminar 2. EDS 239 Education Specialist Seminar	1. School Psychology Internship	1. Review of Internship Plan, Review of Internship Log, Formative supervisor evaluation* 2. Completion of Ed.S Project Literature Review
Portfolio evaluation in EDS 441A (*indicates required elements)		

SEMESTER SIX

COURSES	FIELD EXPERIENCE	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 441B Internship Seminar 2. EDS 540/542	1. School Psychology Internship	1. Review of Internship Log, Summative supervisor evaluation*, Psycho-educational evaluation*, Academic intervention*, Behavioral intervention* 2. Completion of Ed.S. Thesis or Project
Student Progress Review		
<ol style="list-style-type: none"> Final portfolio evaluation in EDS 441B (*indicates required elements) Evaluation of <i>Specialist in Education (Ed.S.) Degree Requirements</i>: All students complete an Ed.S. Project or Thesis. Transcripts are reviewed to assure that all students have met course requirements for their Ed.S. Degree, which includes successful completion of the internship. Evaluation of <i>School Psychology Credential Requirements</i>: Internship coordinator and credentials office review all student records to assure that students have completed required coursework. Faculty members meet to discuss each student's overall progress and review Summative Internship Evaluation. 		

Field Experiences

Field experiences are an integral part of our training program and are designed to complement and extend “classroom-based” learning experiences. It is through field experiences and the processing of those experiences that you will integrate theory and practice and develop the skill of reflection. Field-based experiences occur through designated coursework and as a part of didactic courses. The opportunity to process fieldwork experiences is structured into all requirements.

Field based experiences occur throughout the program and are outlined below according to the semester during which they generally take place.

- **Semester One:** As a part of *Psychology in the Schools* (EDS 245), students spend a minimum of 12 hours in directed observations designed to acquaint students with the operation of schools, the role of school psychologists, and the variety of special education programs available. As part *Group Process in School Psychology* (EDS 231), students will observe or co-facilitate a school-based counseling group.
- **Semester Two:** As part *Cognitive Assessment* (EDS 242A & B), students first practice using different testing instruments and, when proficient, test clients referred to the CSUS Center for Counseling and Diagnostic Services. Individual rooms with one-way mirrors allow supervisors to have real-time supervision. In the *Practicum in Counseling for School Psychologists* (EDS 440), students work with children and/or families referred to a school-based clinic.
- **Semester Three:** *Early Fieldwork in School Psychology* (EDS 439A) requires students to spend a minimum of 200 hours in a school setting. Generally, the 200 hours are completed over two semesters. Faculty assign a fieldwork placement; experiences include behavioral and academic consultations/intervention design (which are also assignments in *Functional Assessment of Behavior*, EDS 240, and *Preventive Academic Interventions*, EDS 246A), and counseling. University based discussions facilitate the integration of theory and real-life practice. This semester, students begin the first of two semesters in the CSUS Center for Counseling and Diagnostic Services, evaluating clients referred due to school related difficulties and writing complete psychoeducational reports (*Assessment Practicum*, EDS 243A).
- **Semester Four:** Students continue with *Early Fieldwork* assignment (EDS 439B), engaging in more complex activities as your competences increase. At this point, many students are an integral part of Student Study Teams at their school sites. Students spend a second semester conducting evaluations and writing complete psychoeducational reports in the School Diagnostic Clinic, and will complete at least 2 evaluations at their early Fieldwork site (*Assessment Practicum*, EDS 243B).

Assessment and Counseling Practica

The Practicum experience at the Center for Counseling and Diagnostic Services (CCDS) provide opportunities for students to serve as a practitioner to the community. Practica supervisors help to shape student experiences in the clinic. The practica offer a variety of valuable learning experiences. The counseling practicum places an emphasis on the application of counseling theories and integration of one's own counseling approach into practical application. In the assessment practica, the use of assessment instruments is taught with hands-on experience in administration, scoring, and interpretation. Students assess children from the community, consult with their families, interpret assessment results, and write comprehensive psychoeducational reports.

There are legal and ethical standards guiding practica activities. These standards protect clients, supervisors, and students. The issue of confidentiality is both a legal and an ethical issue. Information obtained during the practicum is considered privileged and should never be discussed outside the practicum without signed consent of the parent. Exceptions to this rule include suspected child abuse, elder abuse, dependent adult abuse, and imminent danger of harm to another. Your supervisor should be advised immediately of any cases suspected of falling into one of these categories. Under such circumstances, disclosure is mandatory and is not a violation of the law.

Liability Insurance

Graduate students in designated classes are automatically added to the university liability policy. Students are billed individually by the university after the beginning of the semester.

Internship

Before beginning your internship, students will have had a minimum of 450 hours in fieldwork and practica. These experiences are designed as preparation for assuming the variety of roles and functions available to school psychologists. Students will have had experience in counseling, academic and behavioral consultation, academic and behavioral intervention design, and assessment.

The Internship requires a minimum of 1200 hours of supervised experience. Placements are mutually agreed upon by the university, the intern, and the participating school district. Internship agreements with partner school districts outline the respective responsibilities of interns, school districts, and the university. In addition, all participating districts appoint a representative with regards to internship matters. The CASP Internship Manual and the University Fieldwork and Internship manual are used as guiding documents for the internship. (See www.csus.edu/indiv/b/brocks/Internship.Fieldwork/Handbook.pdf).

Intern seminars are held with university supervisors during the internship. These seminars provide the opportunity for guided discussions in which students can process their experiences and develop skills of collegial consultation. Interns and their school district supervisors complete the Intern Evaluation each semester. This document serves to alert interns and their supervisors to areas of strength and weakness and to any areas in which students are lacking experience. Interns and supervisors also complete a log documenting hours and activities for the intern. It is essential that students explore a variety of different responsibilities. The evaluations, faculty contact with district supervisors, student feedback, and the intern logs are all avenues for adjusting an internship experience to ensure that the student is engaged in a balanced and diverse internship experience.

Program Administration

The School Psychology Program is housed within the Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies within the College of Education. The program coordinator of the School Psychology Program reports directly to the Department Chair who, in turn, reports to the Dean of the College of Education. Faculty, staff, and students have direct access to the program coordinator, Department Chair and Dean of the College. The program coordinator is responsible for course and staff scheduling, arranging faculty area group meetings, and addressing and coordinating response to student or staff concerns.

The school psychology faculty is a combination of full and part-time practitioners who have served in public schools, taught at the university level, and are active in professional organizations. All share in some aspect of program development and coordination. As detailed throughout this document, the program faculty holds authority over matters of curriculum and candidate competency. The faculty meets as needed to hear student concerns, to confer with students, and to discuss policy issues related to the program.

Grievance Procedures

Grades

Student grievances may be addressed by approaching the instructor. If resolution at this level fails, the student should contact the program coordinator, then the Department Chair, and finally, the Dean. Student grievance procedures are described in section 3.8 of the School Policy Folder (available in the Department Office). The procedures establish the authority of the Professional Development and Community/Student Affairs Committee. The procedures also reference further appeal once remedies within the school have been exhausted. When further appeal involves a grade, the student initiates the procedures for a hearing before a university-wide Grade Appeal Review Panel.

Sexual Harassment

It is the policy of California State University, Sacramento, to maintain a working and learning environment free from sexual harassment of students, staff, and faculty. If sexual harassment is suspected, the case should be referred immediately to the campus Affirmative Action Office. This office will initiate investigation procedures. Sexual harassment is not only a violation of the law, it is also behavior subject to disciplinary action at the campus level.

Student Resources

Bulletin Board

Outside the Special Education, Rehabilitation, School Psychology, and Deaf Studies Department Office, Room 316 in Eureka Hall, and faculty offices, Rooms 225 and 227 in Brighton Hall bulletin boards have been established to disseminate information. These boards should be checked periodically for information regarding petition deadlines, class information, job opportunities, meetings, and other pertinent information.

School Psychology Listserv

The program maintains a listserv for school psychology students. This list is used as the primary means of communication among faculty and students for coursework and general information. It is imperative that you join the list and check your e-mail regularly for information.

SacLink Accounts

SacLink is the Sacramento State system that provides electronic identification and authentication. It is the University's current method of identifying on-line users to the campus network and servers. Although SacLink provides you access to the Internet through Dial-In services - <http://www.csus.edu/saclink/dialin/>, you can use another Internet Service Provider (ISP) for your Internet access and to connect to MySacState. However, you MUST have a SacLink account to logon to MySacState (even if you don't use it for anything else). A SacLink account can be established either on or off campus. Detailed information on setting up a SacLink account is available at <http://www.csus.edu/saclink/settingUp.stm>.

Official university email messages from offices such as the Department, Graduate Studies, Registrar's Office and Financial Aid will be sent to your SacLink account. Therefore, it is very important that you check this account frequently as many messages require timely response.

Student Association

The School Psychology Student Association was developed to fulfill students' requests for information and communication. The Association covers a range of student interests. Guest speakers have delivered varied and in depth presentations on topics that extend beyond the classroom experience. Students are given opportunities to be paired with mentors for guidance on such issues as class selection, program policies, and moral support. Meetings and social gatherings are open to both students and instructors. Many of the liaisons developed through the Association will form a network for professional life.

Professional Organizations

Professional organizations for School Psychologists exist at the state, national, and international levels. Student membership is encouraged at all levels.

California Association for School Psychologists

1020 12th Street, Suite 200
Sacramento, CA 95814
(916) 444-1595
www.casponline.org

National Association for School Psychologists

4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270
(301) 608-0500
www.nasponline.org

American Psychological Association

750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
www.apa.org

International School Psychologists Association

E-mail: ISPA-International@nl.edu
www.ispaweb.org

Required Forms

Listed below is a summary of required forms for the School Psychology program followed by pertinent information and specific prerequisites. Unless otherwise noted, all forms may be obtained from the Department of Special Education, Rehabilitation and School Psychology Office in Room 316 of Eureka Hall, or via the Departments webpage at the following address: <http://edweb.csus.edu/eds/forms/psych.html>

◆ ***Advancement to Candidacy (M.A.)***

Each student working toward a Master's degree must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in Admission Requirements;
- completed all Degree Requirement Prerequisites;
- completed at least 24 units at the 200 level in the graduate program with a minimum 3.0 grade point average, and
- successfully meet the first step of the GWAR requirements.

The Advancement to Candidacy must be filed before students can begin their culminating experience. Advancement to Candidacy forms are available in the Department office and the Graduate Center.

◆ ***Advancement to Candidacy (Ed.S.)***

Each student working toward an Ed.S. degree must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This form is generally filed in the fourth semester of your program on anticipation of completing the M.A.

◆ ***Application for Graduation***

These forms are available in the Department office and the Graduate Center. Submit the Application to the Graduate Center by October 1st for Fall and February 1st for Spring or Summer graduation. You must have an approved Advancement to Candidacy form on file in Graduate Studies before submitting your Application for Graduation. For more information, contact Graduate Studies at 278-6470.

◆ ***Master of Arts in Education (School Psychology) Coursework***

This form should be submitted with the Advancement to Candidacy (M.A.). This form lists School Psychology Coursework/Equivalencies required for the Masters Degree. The date the course requirement was met or will be met, units completed, and identification of any waived or equivalent courses must be completed. After the Coursework Equivalency Sheet is approved by the student's School Psychology Advisor, it is to be attached to the Advancement to Candidacy form.

◆ ***Specialist in Education (School Psychology) Coursework***

This form should be submitted with the Advancement to Candidacy (Ed.S.). This form lists School Psychology Coursework/Equivalencies required for the Ed.S. degree. The date the course requirement was met or will be completed, units completed, and identification of any waived or equivalent courses must be completed. After the Coursework Equivalency Sheet is approved by the student's School Psychology Advisor, it is to be attached to the Advancement to Candidacy (Ed.S.) form.

- ◆ ***PPS – School Psychology Credential Completion Form***
This form (AKA “Program Planning Sheet”) is submitted with the School Psychologist Credential Application. This form lists School Psychology Coursework/Equivalencies required for the School Psychology Credential. The date the course requirement was met, units completed, and identification of any waived or equivalent courses must be completed. After the Credential Completion Form is approved by the student’s School Psychology Advisor, it is to be attached to a completed *Checklist for Pupil Personnel Services Credential Application*, and a completed *Credential Request Form*, and turned into the Credential Analyst’s Office (Eureka Hall, Room 209)
- ◆ ***Reservation Form for EDS 541/249 - Masters Project/ Exam***
This form is submitted one semester before enrolling in the culminating experience for the M.A.. Students must first contact a faculty member to be project committee chair if enrolling in EDS 541.
- ◆ ***Reservation Form for EDS 540/542 – Ed.S. Thesis/Project***
This form is submitted one semester before enrolling in your culminating experience for the Ed.S. You must first consult a faculty member to be your thesis/project committee chair.

Required Credentials/Certificates

- ◆ ***Certificate of Clearance/Credential***
This certificate is required before you will be allowed to work in the schools. Therefore, it is important to begin this process as soon as you enter the program. The form is available in the credential office, Eureka 209, (916) 278-4567. Carol Lucido is the credential analyst for School Psychology. (If you have not previously obtained a Certificate of Clearance, this form must be submitted before enrolling in Field Study. Be sure to check with the Credentials office regarding this matter.)
- ◆ ***School Psychologist Internship Credential***
Before beginning an internship, students need to be approved for an Internship Credential. This process is handled through the credentials office, Eureka 209. Students will need to have completed course work, passed the *Praxis* exam, and have approval of all program faculty before they can receive an Internship Credential. There is an application fee for this credential.
- ◆ ***Pupil Personnel Services: School Psychologist Credential***
This credential is also administered through the Credentials Office, EUR 209. Credential applications are available in the office at the end of your internship year for students who have been approved for the credential. The School Psychology Credential Completion Form for the credential is filed with this application. There is an application fee for this credential.

THE CENTER FOR COUNSELING AND DIAGNOSTIC SERVICES

History of the Center for Counseling and Diagnostic Services

The Center for Counseling and Diagnostic Services (CCDS) is located on the fourth floor of Eureka Hall, and was completed in the Spring of 1970. Its original designation was the Community Counseling Center. In 1998, the name was changed to incorporate the activities of the School Diagnostic Clinic. The center is designed to offer students the opportunity to integrate counseling and testing theory with the practical application of counseling and testing skills under the supervision of faculty. In doing so, the center provides a wide array of affordable mental health services to the community.

The CCDS is used by students in various departments including Counselor Education, Special Education, Vocational Rehabilitation, School Psychology, and Teacher Education. In 1982, the School Psychology program began using the CCDS for testing and counseling practica.

The CCDS functions with the assistance of a coordinator. In addition, student assistants are employed to take telephone calls, make appointments, and assist clients and practica students during practica sessions.

Professional Liability Insurance

As a School Psychology graduate student, you have chosen to enter a profession that may involve interactions with people in sensitive, emotionally charged situations. In today's litigious society, people may file lawsuits even when allegations are unjustified. Even though you are a graduate student, you are not exempt from being sued. Therefore, it is imperative that you carry some form of professional liability coverage.

The university requires and automatically provides liability insurance for specific courses of a clinical nature. Graduate students enrolled in classes where this insurance requirement applies will be billed by the university after the beginning of the semester. For students in school psychology, you can expect to have insurance for all semesters enrolled in the program.

Not everything is covered by professional liability insurance; some *exclusions* include:

1. dishonest, fraudulent or criminal acts;
2. fines, penalties and punitive damages;
3. failure to be properly licensed or certified in accordance with the state laws;
4. engaging in another profession, the ownership, operation or management of any business enterprise, counseling, or clinic; and
5. other liability exposures (including personal, general and tenants liability).

General Use of the Center

The center offers a wide variety of services in the areas of counseling and psycho-educational assessment.

Counseling Service

The CCDS provides services to clients from September through December and February through May. Clients may receive counseling for one full semester, or a maximum of 14 separate sessions. Referrals to other agencies are offered to those clients who cannot receive counseling due to a shortage of Center space, or when a client needs more care than the Center can provide. The current fee for counseling services is \$75.00 per semester.

The CCDS offers a range of individual and group counseling services. School psychology graduate students provide individual counseling services for children, adolescents, and families. Occasionally, school psychology graduate students meet with individual adults, usually for consultation on parenting issues. Typical referrals address family and school problems including depression, stress, anxiety, and social difficulties. Graduate students in other departments offer educational, career, and vocational rehabilitation services through individual counseling, as well as group, family, and couples services. Separation and divorce issues, as well as communication and relationship difficulties, are typical areas in which the center provides counseling help.

The clinic consists of rooms for individual counseling and two family counseling rooms. Art and play therapy items are also available for younger children's counseling sessions. Graduate students are supervised by program faculty. Before being allowed to provide these services to clients, school psychology students are required to carry an individual professional insurance policy.

Assessment Service

Psycho-educational assessment services are available from September through December and February through May. Referring concerns typically include learning, social, emotional and behavioral difficulties in children and adolescents. The CCDS also provides assessments for eligibility into Gifted and Talented Education (GATE) programs. Occasionally, an adult is assessed, typically for previously undiagnosed learning disabilities. Learning disabilities assessment fees are currently \$200.00 and GATE identification fees are currently \$75.00. The learning disabilities assessments usually take two 2 hour sessions to complete, while GATE assessment typically takes one 2 hour session. Services are provided by appointment only, and there is usually a waiting list. Graduate students are supervised by program faculty. Before being allowed to provide these services to clients, school psychology students are required to carry an individual professional insurance policy.

Rooms and Equipment

Both the counseling and testing facilities in the CCDS are equipped with various amenities. A brief description of the available facilities follows:

- **Rooms.** There are 12 rooms in the CCDS. The rooms are equipped with the capacity to tape a session, both auditory and video. Each room has two to three chairs and one table. Clients should be seated with their backs against the mirror to minimize the distraction of a reflection in the one-way window and to facilitate the instructor's viewing of students' assessment techniques.

- **Observation Room.** The observation tunnel is a corridor between the 12 rooms with 6 on each side. It is used by students and instructors to observe counseling/testing sessions. The room consists of one-way mirrors and headphones thus allowing observers to see and hear sessions without distracting the counselors and clients. No food is allowed in this room. Curtains to other rooms need to be closed to ensure privacy and the lights should be kept off at all times.
- **Equipment Room.** This room is located one door down from the CCDS office. It houses the audio taping console which is primarily utilized by the counseling students. The students will provide their own high quality 120-minute cassettes if needed for their individual courses. When using the audio-tape console, simply push the power button on, and then push record and play for the room desired. (Note: the headphones in the observation room only work when the recording console is activated for the specific rooms.) Video taping is also available in the center. Students provide their own tapes for videotaping. To schedule videotaping, contact one of the student assistants one week in advance.
- **Group Room (423).** This room consists of chairs and pillows. This can be used for group/family counseling or student discussion groups.
- **Large Room (425).** This room is usually used by instructors and students in order to discuss cases before and after counseling/testing. It is also an alternate room in which to do group and family counseling.
- **Testing Materials.** Most testing items can be found either in the file cabinet or large storage cabinets in the rear of the Center. These cabinets remain locked when a class is not in session. The cabinets contain testing kits (e.g., IQ tests) and the file cabinet contains the accompanying protocols.

Dos and Don'ts

Do these things!

1. Talk quietly while in the observation room.
2. Keep the light off in the observation room.
3. Keep testing table clear of irrelevant material.
4. Keep a comprehensive list of references and resources as they are recommended by your professor.
5. Call and remind families of the appointment.
6. Fill out necessary paper work as soon as possible.
7. Be early to sessions.
8. Practice tests before you administer them.
9. Leave reports and protocols in the CCDS when finished.
10. Clean up your room when done, including folding your table unless another clinic is following you.
11. Have tissue in the room.
12. Take breaks when testing.
13. Have insurance before you start to counsel or before you begin to test.

14. Have stickers or a small reward for the children you test.
15. Check with your supervisor if you have any questions or concerns.
16. Have all protocols and test equipment ready.
17. Bring high quality cassette tapes to the session (90 or 120 minutes).
18. Have the report ready for the parent conference.
19. Give parents a copy of the report or have one mailed no later than one week after the conference.
20. Take video tapes out of the center for one week only.

Don't do these things!

1. Eat or chew gum while with a client.
2. Give your home or cell phone number to clients.
3. Take client records out of the clinic, except the protocols you are working on.
4. Be late for sessions.
5. Let the child sit in the waiting room for a long time while conducting the parent interview.
6. Leave your room late so that the next examiner has to wait.

Child Safety

While children are in the clinic, we are responsible for their safety until the parent returns. Therefore, no child should be left alone in the waiting room unless office staff is informed and available to observe the child. For some children (e.g., those who are especially young and/or anxious), it may not be appropriate to wait alone, even if the office is staffed. In addition, children need to be accompanied anytime they leave the clinic. If you are taking a child of the opposite gender to the restroom, wait outside the restroom door for the child.

The Counseling Practicum

The CCDS will provide each student with an orientation handbook. This is to be used in conjunction with EDS 440 - Practicum in Individual Counseling/School Psychology. (NOTE: EDS 241, Counseling/Psychotherapy for School Psychologists, must be taken concurrently with EDS 440.)

The handbook contains policies and procedures as well as legal and ethical standards of mental health practice. During your individual counseling practicum, your supervisor will provide you with instruction, feedback, and guidelines. It is your responsibility to understand your role as the counselor in a mental health agency. By familiarizing yourself with the policies and procedures listed in the handbook, your transition to counselor should be a smooth one. The following is a brief description of the topics covered in the Orientation Handbook for the Community Counseling Center and School Diagnostic Clinic.

The handbook begins with a section on general information such as the CCDS's address, phone number, hours, staff, and fees. Next it describes who will make initial and on-going appointments, how long and how often to schedule appointments, what to do if you are unable to keep your appointment, and what to do if your client does not keep his or her appointment. The

handbook discusses attendance policies, communication between client, counselor and the center, the atmosphere of the center, and the limits of the CCDS services.

The counselor's personal responsibilities include reading and signing the Statement of Understanding and Responsibility (this explains conditions regarding confidentiality, supervision requirements, and liability protection), and acquiring liability insurance prior to client contact (see insurance requirements in practicum handbook).

The counselor is required to maintain chart and clinical records for each client, which includes having the client review the Informed Consent Agreement form and reading and signing the Counselor Trainee Release of Information form. The counselor is responsible for completing Client Attendance records each week, entering progress notes after each session, completing Client Intake and Assessment forms before termination, and indicating a reason for each client's termination. The counselor is also responsible for submitting all written materials that have been reviewed and signed by faculty before they are placed in the permanent chart. The counselor must note in the chart the client's attendance and specific requests for the following week's appointment (i.e., request for video and special rooms). The counselor must call "no-show" clients, review missed appointments, and schedule the next appointment if appropriate.

If planning to make audio tapes, check the equipment prior to the session to ensure that everything is functioning. (NOTE: it is necessary to erase the tapes at the end of the semester). If you decide to video tape the session, remember that the video tapes can be checked out for viewing for one week. Books can be checked out overnight. Play therapy toys are to be checked out before the session and returned immediately after the play therapy session.

It is crucial that you obtain the orientation handbook, so that you will be familiar with the CCDS's policies and regulations, liability, and your responsibilities. This will enable you to feel more comfortable in your role as the counselor.

Assessment Practica

The Cognitive Assessment class (EDS 242) has a laboratory requirement of 4 units (EDS 242 B) in addition to the lecture class (EDS 242 A). This lab meets in the CCDS. The lab involves assessing children to determine whether or not they are eligible for GATE programs. You will be administering intelligence tests. Your instructor will provide further information in the syllabus for the class.

You are also required to take an assessment practicum (EDS 243) concurrently with EDS 244, Social, Emotional, and Behavioral Assessment; and with EDS 247, Assessment of Special Needs. These are the third and fourth classes in the assessment sequence and generally are taken during the third and fourth semesters for full-time students. Thus, EDS 243 will be taken for two semesters.

During the first semester of EDS 243, you will assess four clients who have been referred due to school-related learning problems and two children for GATE eligibility. You will be utilizing

various achievement, cognitive processing, and/or social/emotional tests in addition to the testing instruments you already learned in your first practicum.

The final assessment practicum is taken in conjunction with the course Assessment of Special Needs (EDS 247). As in the previous practicum, you will be assessing children who have been referred due to school-related problems. You will complete 4 assessments in the clinic, and 2 assessments in your field placement. It is expected that you will achieve a more sophisticated level of assessment and interpretation during this practicum. In addition, you are expected to explore a variety of different instruments and approaches to assessment. It is important to both become proficient at administering and interpreting certain commonly used tests and also conversant with a wide range of assessment instruments. All of your testing skills will be integrated in this practicum, as this will be your last and most comprehensive assessment practicum. After this practicum you should be well equipped to begin an internship. It is important that your supervisor feel confident about your assessment skills by the end of the practicum.

Assessment Instruments

Because time is limited, testing sessions can be very busy. Consequently, organization, efficiency, and preparation are crucial. In order to be more organized and efficient, you must prepare thoroughly for each testing session. In preparation, there are certain tools that are necessary for the sessions. You will need the appropriate test manual and protocol, as well as any other materials the manual may suggest. Always have a few pencils and erasers, scratch paper for notes, a clock, and a stopwatch. It is a good idea to have tissues for an emotional client or one with a cold. Although not a required practice, some school psychologists find it helpful to have rewards for the children once they have completed their assessment sessions. These rewards may include items such as pencils, pens, erasers, small notepads, small toys, stickers, trading cards, etc. You can decide if you want to use rewards, which ones will be the most convenient for you, and the most rewarding for the child. Many psychologists also find it handy to have some healthful snacks available for a child who may come to the CCDS hungry. Before providing a snack, always check with the family to obtain their consent and check for possible food allergies.

Check-out Procedures for Testing Materials

Testing materials can be checked out of the CCDS. It is preferred that School Psychology students utilize their own time to visit the CCDS and familiarize themselves with the materials. However, materials can be checked out under certain conditions. *Materials cannot be checked out when they will be needed by a class; a test kit can never be checked out if it is the "last" or "only" kit of its type in the clinic.* The success of the clinic experience for all involved is highly dependent on careful adherence to these rules. In addition, faculty may check-out tests to demonstrate in class; however, these kits must be returned as soon as possible.

Tests are available for check-out from **Thursday evening at 4 p.m. until Tuesday morning at 8:00 a.m.** All test check out must be done under the supervision of office staff or faculty. You will find the sign out sheet located in the CCDS office. When checking out testing materials, be sure to write your name, phone number and the date checked out. Upon returning the testing

materials, the office staff will record the return date and the materials returned. **Your test check out privilege will be lost for the semester should you fail to return a test on-time.**

If there is only one copy of a test, it cannot be checked out (unless specifically authorized by a faculty member for a time-limited reason such as a class presentation). All students can assume that it is possible to come to the clinic and score an assessment; in order to provide that assurance, a copy of all tests must be readily available at all times.

Since there are a limited number of testing kits/protocols, they must be shared by the students. They will often be needed by two or more people on the same day. Remembering that some materials must be shared, it is important to make arrangements with your peers so that everyone is able to use the testing materials. A suggestion is to stagger your testing times (especially for a particular test) either on the same day or on alternate weeks. If you are the first to administer a test during clinic, administer the shared test as early in the day as possible, then place the test outside your room as soon as it is completed so that someone else may use it. It is the student's responsibility to let the office staff know if he/she has passed checked out materials on to someone else.

Legal Issues

This portion of the manual concerns consent and confidentiality issues within the CCDS. Due to the sensitive nature of both the clinic and counseling practica, it is extremely important to understand the Center's policy concerning consent forms, confidentiality issues, and appropriate record keeping procedures.

Clinic/Testing Practicum Consent and Agreement Forms

There are two separate consent forms used within the clinic practicum to accommodate children and adult clients. It is the student's responsibility to make sure these forms are completed by the client before consultative services are provided.

The *Adult* Consent/Agreement Form consists of the following:

- (a) A request by the client for an educational and psychological assessment from the CCDS (including interviews and psychological tests).
- (b) Acknowledgment that the CCDS cannot release client information without consent from the client.
- (c) Clarification that the personnel involved with the testing are School Psychology students under direct supervision of qualified faculty.
- (d) Acknowledgment that client sessions may be audio or video- taped, as well as observed by faculty supervisors and students enrolled in the practicum.
- (e) An explanation that all information gathered in the practicum is confidential within the practicum group, and cannot be released without client consent.
- (f) Clarification that the client's session time may be assigned to other clients if the client misses an appointment or fails to notify the center twenty-four hours in advance when unable to attend a session.

The *Child Assent/Agreement Form* includes all of the items in the *Adult Consent/Agreement form*, plus two additional (optional) components:

- (a) Consent by the parent or guardian for C.S.U.S. personnel to contact and obtain information from their child's teacher and/or principal; and
- (b) Authorization by the parent/guardian for C.S.U.S. to release information to their child's school.

Counseling Practicum Consent and Agreement Forms

There are four separate consent forms provided by the CCDS which pertain to the Counseling practicum:

- (a) the Informed Consent Form;
- (b) the Emergency Treatment Release;
- (c) a counseling verification document; and
- (d) the Authorization for Release of Information Form.

The Informed Consent Form consists of the following:

- (a) acknowledgement by the client that the counselors in the Center are graduate students, training in different counseling fields;
- (b) explanation that the counseling provided by the CCDS is not guaranteed to improve the client's life and/or social relationships;
- (c) acknowledgement by the client that experiences in sessions may be difficult and uncomfortable at times;
- (d) clarification that sessions may be audio and/or video-taped, and may also be shared with supervisors and other students within the practicum (including session notes);
- (e) clarification that the counselor must keep all information from the sessions strictly confidential within the practicum;
- (f) explanation that the counselor may be required to reveal certain information when: the client reveals information which leads the counselor to think that the client may physically harm him/herself or others; the client reveals information showing that the client is involved in situations concerning child, dependent, or elderly abuse or neglect, or episodes where the client is or has been a victim of such abuse or neglect; the client reveals information exposing civil or criminal court actions in which the client is currently involved, or may be involved in the future, which could cause the counselor to be subpoenaed;
- (g) confirmation which states that two missed sessions or cancellations on the client's part, could cause the CCDS to give the session time to another client.

The client also agrees to inform the CCDS 24 hours in advance when canceling sessions.

The Emergency Treatment Release Form is completed by the parent or guardian for minors. It gives the CCDS staff permission to admit minor clients to the CSUS Student Health Center for treatment, if a medical emergency arises during a counseling session.

The Counseling Verification document confirms client attendance and participation in counseling sessions at the CCDS, and the dates of the first and last sessions. The form also clarifies whether or not the client had satisfactory attendance and participation in the sessions.

The Authorization for Release of Information Form allows information concerning the client to be released from CSUS to a designated agency, as well as allowing information from a specific agency to be released to CSUS.

Confidentiality Issues

The CCDS's consent forms make it clear that the information shared between the clients and the Center's personnel is strictly confidential and should only be discussed with fellow practicum students, and supervising instructors. However, confidentiality may be broken if the client is suicidal, or is an instigator or victim of child, dependent person, or elderly abuse or molestation. Confidentiality must be breached when the client poses a serious or imminent danger of violence to self or another. When this occurs, the counselor must exercise reasonable care to protect the possible victim from any harm or danger. If such circumstances arise, which raise questions concerning the possible or imperative breach of confidentiality, be sure to first consult with the supervising instructor of your practicum and she or he will be able to advise you on any actions that may need to be taken. Some steps that will help to ensure confidentiality between client and counselor include:

1. Do not discuss client cases outside of the center.
2. When contacting clients by phone, do not state your counseling status unless you are speaking directly to your client (e.g., do not state your counseling status when leaving phone messages or when speaking with roommates of your client).
3. Document counseling notes and test protocols only when you are in a counseling/testing cubicle in the center.
4. When listening to counseling session audio tapes or viewing video tapes, be sure to do so in privacy.
5. When using reports, protocols, or case notes in classes and presentations, be sure to black out the client's name throughout the document to ensure anonymity.
6. At the end of each counseling/assessment practicum, you will be required to destroy all client identifying information you may possess. You will be asked to sign a statement that you have done so.
7. When consulting with your supervisor regarding any client data, be sure to remove any and all identifying information from data that is shared electronically.

Records

The CCDS has locked file cabinets where confidential documents, completed test protocols, and client case information can be kept. After documenting test protocols and/or counseling case notes, practicum students should keep these records in the CCDS's files, to ensure their confidentiality. Once filed in the Center, the documents will be kept for 5 years. Most client documents are destroyed when they reach the 5-year time duration. Test protocols are also private documents and are kept in the locked files within the CCDS. To further ensure the

security of these testing documents, the CCDS's policy states that no testing protocols may be released to the public. Should a parent request test protocols, either for themselves or another mental health professional, consult with your supervisor.

OPTIONS FOR CULMINATING EXPERIENCE

OPTIONS FOR CULMINATING EXPERIENCE

To earn your Master's degree you must complete one of two culminating experiences. These experiences are designed to assess your ability to engage in scholarly activity. Each experience has a slightly different focus. Following are brief descriptions of each of the possibilities:

- *Comprehensive Exam.* Students opting to participate in the comprehensive examination as their culminating experience are required to take the *Praxis School Psychology exam* (and obtain a scores of at least 150) and to enroll in EDS 249 (typically offered during spring semester of their second year). During the semester students meet with the instructor and other school psychology students taking this course. Over the course of the semester students engage in activities designed to prepare them for the Case Study examination, which takes place at the end of the semester. At the end of the semester you will take a 6 hour exam in which you will respond to a case study issue. The purpose of the exam is to assess your understanding of how to apply school psychology principles and knowledge to practice.
- *Masters Project.* Students opting for this experience enroll in EDS 541, generally during first or second semester of the second year. It is reasonable to expect you will need two semesters to finish a project. Projects require a scholarly approach to a practical problem. For example, you may develop a curriculum or handbook as part of a project. To do so, you would need to review the literature (though less than for a thesis) and provide background information on your project (e.g., importance, purpose, rationale, methods) in APA format. Other projects have included development of a website, a pilot implementation of a social skills program, and development of electronic resources for school psychologists. This option allows you to develop something that will be of practical use to the field.

Deciding which option is best

We expect that most students will opt for the Exam as a culminating experience.

To earn your Ed.S. degree you must complete one of two culminating experiences. These experiences are designed to assess your ability to engage in scholarly activity. Each experience has a slightly different focus. Following are brief descriptions of each of the possibilities:

- *Ed.S Project.* Students opting for this experience enroll in EDS 542, during second semester of the third year. Projects require a scholarly approach to a practical problem. For example, you may develop a curriculum or handbook as part of a project. To do so, you would need to review the literature (though less than for a thesis) and provide background information on your project (e.g., importance, purpose, rationale, methods) in APA format. Other projects have included development of a website, a pilot implementation of a social skills program, and development of electronic resources for school psychologists. This option allows you to develop something that will be of practical use to the field.
- *Ed.S. Thesis.* Students choosing to do a thesis enroll in EDS 540 generally during second semester of the third year. A thesis requires that you have a specific question you wish to

address. As part of a thesis you will most likely be collecting and analyzing data to provide information regarding a scholarly question you have posed. A thesis requires the author to engage in a review of the literature as well as provide the reader with complete information on the purpose of the thesis, the methods of data collection, and the results. The thesis must also be written in APA format following departmental guidelines. This option allows you to explore one topic in depth.

When to enroll

M.A. You must complete a reservation form for, EDS 541, or EDS 249 in the semester prior to taking these courses. **The reservation form requires that you have selected your topic and committee chair if you are doing a project It must be submitted to the department office, by the deadline, the semester prior to enrollment.** Prior to enrolling in these courses you also need to have been “*Advanced to Candidacy M.A.*” . Advancement to Candidacy forms are completed by you and signed by your faculty advisor. These forms are available in the department office and should be completed toward the end of your second semester in the program. .

Ed.S. You must complete a reservation form for, EDS 540 or 541 in the semester prior to taking these courses. The reservation form requires that you have selected your topic and committee chair if you are doing a project It must be submitted to the department office, by the deadline, the semester prior to enrollment. **Prior to enrolling in these courses you also need to have been *Advanced to Candidacy Ed.S.* Advancement to Candidacy forms are completed by you and signed by your faculty advisor. These forms are available in the department office and should be completed toward the end of your second semester in the program.**

FIELDWORK AND INTERNSHIP

The following portion of the handbook describes the differences between a *fieldwork* placement and an *internship* placement; it also describes the necessary steps to follow when you file for fieldwork and internship positions. It is designed to provide an overall description of what students are required to do during field placements. Although fieldwork and internship placements are similar in that they are both experiences in schools or school related agencies, you should be aware that they are also quite different.

Fieldwork vs. Internship:

You typically enroll in *fieldwork* (EDS 439) during your third and fourth semesters. Fieldwork experiences are designed for students who have not completed their sequence of instruction, so you will not initially be expected to be competent in assessment. Field placements let you gain experiences you have not had in a school setting; you can enroll in fieldwork more than twice so that you can work with children individually and in groups in a variety of settings and contexts. Several courses will take advantage of your fieldwork placement including *Functional Assessment* (EDS 240), and the spring semester Assessment Practicum (EDS 243). In addition, while enrolled in *fieldwork* you must attend a seminar that provides you with opportunities to discuss with your peers and University supervisor your fieldwork experiences. Our program plan requires you to complete a minimum of *four units*. While you may enroll in fieldwork more than twice, only four units of fieldwork experience may be counted toward your credential. A fieldwork activity log will be used to document field placement hours and types of experiences. A total of **200 hours** is required for course credit and is built into the total hours required for the credential. Some of the placements pay a stipend; however, this is not a requirement. Beginning in the fall of 2007, students were placed in a select few fieldwork placement sites.

You enroll in *internship* (EDS 441) during the last two semesters of the program, after all coursework is completed (with the possible exception of project, thesis or comprehensive examination). You will have completed four practica, one in counseling and three in assessment, and at least two semesters of fieldwork prior to functioning as an intern school psychologist in a school district (for a total of at least 450 practicum hours). Interns are expected to abide by the personnel policies of the district or agency. You are required to enroll in *30 units* of internship (15 units per semester).

An Intern Activities Log is used to document internship hours and experiences. The Internship requires a minimum of 1200 hours of supervised experience. Typically, these hours are obtained during one academic year; however, it is possible to complete them across two years. Unlike fieldwork placements (which are assigned by faculty), intern placements are mutually agreed upon by the university, the student, and the participating school district, county office, and/or agency. Internship agreements with partner school districts, county offices of education, and other agencies outline the respective responsibilities of interns, school districts, and the university. Forms regarding expectations are available on the program website.

Intern seminars are typically held bi-weekly with university supervisors. These seminars provide the opportunity for guided discussions in which students can process their experiences and

develop skills of collegial consultation. Interns and their school district supervisors complete the *Intern Evaluation Form* each semester. This document serves to alert students and their University supervisors to areas of strength and weakness and to any areas in which students are lacking experience. The evaluation is important in adjusting an internship experience to ensure that students attain desired competencies and explore a variety of different responsibilities.

Field experiences (both *Fieldwork* and *Internship*) are an integral part of our training program and are designed to complement and extend “classroom based” learning experiences. It is through field experiences and the processing of those experiences that you will integrate theory and practice and develop the skill of reflection. Activities such as response papers, self-reflections, focused projects, discussions, and individual debriefing will help you to learn more deeply from your field experiences.

Your *fieldwork* and *internship* positions should be varied to give you breadth of experience. It is your responsibility to make sure that you do assessments, consultations, and counseling. In addition, you must work at both the elementary and the secondary school levels. At the conclusion of all fieldwork and internship experiences, you should have completed at least 200 hours in at least three of the four settings within which the school psychology credential authorizes service (i.e., preschool, elementary school, middle school and high school). At least 10% of the students with whom you work must be from a socio-cultural group different from your own; our program is committed to cross-cultural experiences to give you competence in working with the diverse cultural groups that people California.

What To Do To Prepare For Either Fieldwork or Internship Placements

1. Obtain a cleared *TB Test* from the health center (or other medical facility). If you are using results from a previous test, they must be **within the last year**. You must submit the form to the department office.
2. Obtain a *Certificate of Clearance/Credential Application* from the Teacher Preparation and Credentials Center (TPAC) in the Education Building, Room 209 or 216 or online at <http://edweb.csus.edu/tpac>. This ensures that there are no legal barriers to prevent you from working with children. You must fill out the application and go to the Department of Justice or Sheriff's Office to be fingerprinted. Your application and your fingerprints will be investigated by the Department of Justice. A fee is charged for this process. **Due to processing time, you must complete application and fingerprinting the semester before a field placement.**
3. Complete the *Fieldwork/Internship Expectations Agreement form* with your Fieldwork/Internship coordinator. Before the start of the internship you also need to complete and obtain faculty signatures on the Internship Plan form.
4. During registration (through MySacState), you must enroll in the appropriate course. If you register for fieldwork, enroll in EDS 439 for two units in the first semester and two units in

the second semester. If you register for internship, enroll in EDS 441 for 15 units in the first semester and 15 units in the second semester.

You are responsible for keeping track of all your fieldwork and internship placement hours. Go to <http://www.csus.edu/indiv/b/brocks/> and follow the link to School Psychology Internship & Fieldwork for copies of the appropriate documentation forms. Additional copies of these forms are available from your university supervisor. You submit these forms to your University field placement supervisor regularly during the semester. It is a good idea for you to keep your own photocopies of documented hours; have your supervisor sign the original and the photocopy.

Forms To File During Field Placement

1. Complete the *Hours Log* form. This documents hours by the week. Within this form, you are to indicate a weekly summary of activities performed, as well as comments or evaluations of the activities performed. It is to be signed by the supervising school psychologist who works with you.
2. At the end of each semester, you should have your field supervisor(s) fill out an *Intern Evaluation Form* or a *Fieldwork Evaluation Form*. These forms allow your supervisor to evaluate your progress in many areas. This form should be filed along with your documented hours.

Another important responsibility during any field placement is for you to hold regular meetings with your field supervisors to discuss relevant cases and issues.

Internship: Field supervisors should meet with interns at an average of two hours per week minimum. You may need more supervision in the beginning. By the end of your internship you should be ready to function with minimal supervision.

Fieldwork: Fieldwork students should also meet regularly with their field supervisor. However, the same number of hours of supervision may not be required.

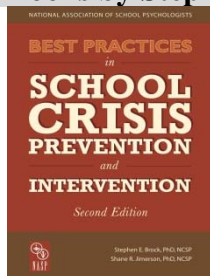
Faculty members will notify you of available placements each year.

SCHOLARSHIP AT CSUS

Scholarship

The CSUS School Psychology Training Program is a specialist level program. As such its primary focus is on the development of applied skills. Nevertheless, the school psychology faculty strives to provide students with opportunities for academic scholarship and is motivated to assist those students who wish to advance to doctoral level studies. Students interested in such scholarship should talk to a faculty member who shares one of their areas of interest. To provide a sense of school psychology program faculty interests, the following list offers books that faculty have published:

Books by Stephen E. Brock, Ph.D., NCSP, LEP, Professor, Program Coordinator



Brock, S. E., & Jimerson, S. R. (Eds.). (2012). *Best practices in school crisis prevention and intervention* (2nd ed.). Bethesda, MD: National Association of School Psychologists.



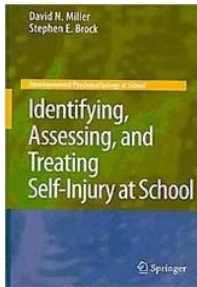
Nickerson, A. B., Reeves, M. A., Brock, S. E., & Jimerson, S. R. (2012). 识别评估和治疗:中小學生創傷後應激障礙 [*Identifying, assessing, and treating posttraumatic stress disorder at school*]. (H. Tingting & X. Qian, Trans.). Beijing, China: China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2009).



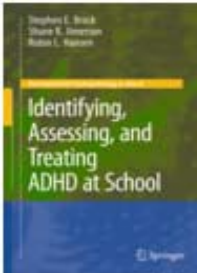
Miller, D. N., & Brock, S. E. (2012). 识别评估和治疗:中小學生自傷問題 [*Identifying, assessing, and treating self-injury at school*]. (T. Suquin & H. Zijuan, Trans.). Beijing, China: China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2010).



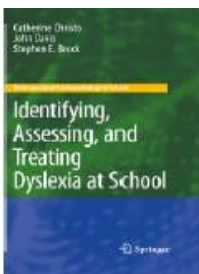
Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2012). 识别评估和治疗:中小學生注意缺陷多動障礙 [*Identifying, assessing, and treating attention-deficit/hyperactivity disorder at school*]. (T. Chuan & S. Yu, Trans.). Beijing, China: China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2009).



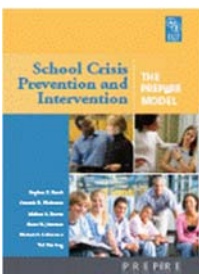
Miller, D. N., & Brock, S. E. (2010). *Identifying, assessing, and treating self-injury at school*. New York, NY: Springer.



Brock, S. E., Jimerson, S. R., & Hansen, R. (2009). *Identifying, assessing, and treating ADHD at school*. New York, NY: Springer.



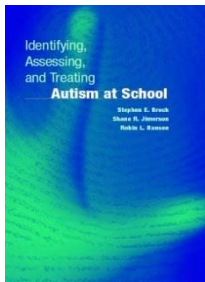
Christo, C., Davis, J., & Brock, S. E. (2009). *Identifying, assessing, and treating Dyslexia at school*. New York, NY: Springer.



Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R., & Feinberg, T. (2009). *School crisis prevention and intervention: The PREPaRE Model*. Bethesda, MD: National Association of School Psychologists.



Nickerson, A. B., Reeves, M. A., Brock, S. E., & Jimerson, S. R. (2009). *Identifying, assessing, and treating PTSD at school*. New York, NY: Springer.



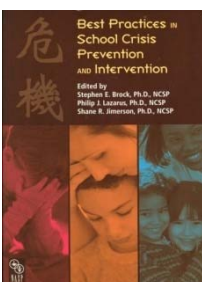
Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2006). *Identifying, assessing, and treating autism at school*. New York, NY: Springer.



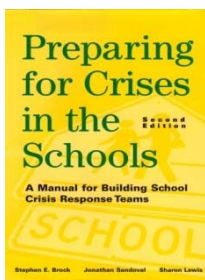
Brock, S. E., Sandoval, J., & Lewis, S. (2006). 学校心理学による問題対応マニュアル—学校で起きる事件・事故・災害にチームで備え、対処する [*Preparing for Crises in the Schools: A manual for building school crisis response teams*]. (R. Imada & Y. Yoshida, Trans.). Tokyo, Japan: Seishin Shobo.



Brock, S. E., Sandoval, J., & Lewis, S. (2005). Διαχείριση κρίσεων στο σχολείο: Εγχειρίδιο για τη δημιουργία ομάδων διαχείρισης κρίσεων στο σχολείο [*Preparing for crises in the schools: A manual for building school crisis response teams*] (2 nd ed., C. Hatzichristo Ed., E. Theoharakis, Trans.). Athens, Greece: Tipothito.



Brock, S. E., Lazarus, P. J., & Jimerson, S. R. (Eds.). (2002). *Best practices in school crisis prevention and intervention*. Bethesda, MD: National Association of School Psychologists.

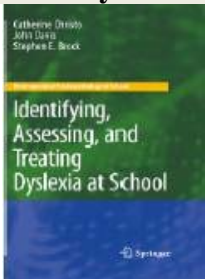


Brock, S. E., Sandoval, J., & Lewis, S. (2001). *Preparing for crises in the schools: A manual for building school crisis response teams* (2 nd ed.). New York, NY: Wiley.



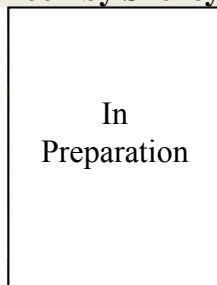
Brock, S. E., Sandoval, J., & Lewis, S. (1969). *Preparing for crises in the schools: A manual for building school crisis response teams*. Brandon, VT: CCPS.

Book by Cathi Christo, Ph.D., NCSP, LEP, Professor



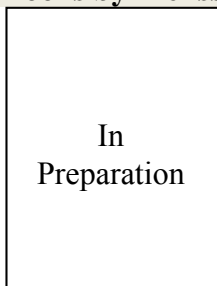
Christo, C., Davis, J., & Brock, S. E. (2009). *Identifying, assessing, and treating Dyslexia at school*. New York, NY: Springer.

Book by Shelley Hart, Ph.D., NCSP, Lecturer

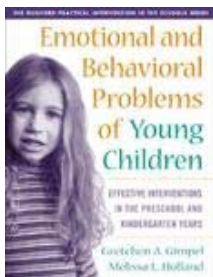


Hart, S., Brock, S. E., & Tang, I. (in preparation). *Identifying, assessing, and treating bipolar disorder at school*. New York, NY: Springer.

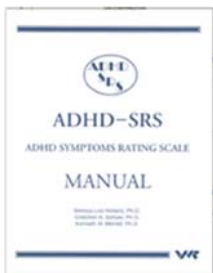
Books by Melissa L Holland, Ph.D., Lecturer



Gimpel, G. A., & Holland, M. L. (in preparation). *Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years* (2nd ed.). New York, NY: Guilford Press.



Gimpel, G. A., & Holland, M. L. (2003). *Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years*. New York, NY: Guilford Press.



Holland, M. L., Gimpel, G. A., & Merrell, K. W. (2001). *ADHD symptoms rating scale*. Lutz, FL: PAR.

One of the more consistent ways we support academic scholarship is by supporting student presentations at state (CASP) and national (NASP) conferences. In addition, the school psychology faculty often invites students to participate in the writing of scholarly publications. The following is a partial listing of current and former CSUS School Psychology student involvement in refereed/invited state and national conference presentations

Lucas Anderson and Becky Wylie

Anderson, L., & Wylie, B. (2010, March). *School wide positive behavior supports: Where to start?* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Megan Andrew and Jennifer Lausier

Andrew, M. E., & Lausier, J. A. (2011, February). *Developing a caregiver training as a school crisis intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Andrew, M. E., & Lausier, J. A. (2011, February). *Crisis intervention in schools: The PREPaRE Model*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Maricela Avelar

Avelar, M. (2011, February). *Disproportion of cultural and linguistically diverse students in special education*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

April Blazer, Hillary Noyes, and Chelsi Burgess

Blazer, A. L., Noyes, H. A., & Burgess, C (2008, March). *Bullying intervention programs in elementary schools*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Lauren Bolnik

Bolnik, L., & Brock, S. E. (2005, March). *The effects of crisis intervention work on school psychologists*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Misty Bonta, Sherry Jankans, Liana Lopes, and Delia Villasenor

Bonta, M., Jankans, S., Lopes, L., & Villasenor, D. (2008, March). *Self-injury interventions for school psychologists*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Erin Camp and Anny Wu

Camp, E. A., & Wu, A. (2008, March). *Girl power: Self-esteem group curriculum for 5th grade girls*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Carolyn Chang

Christo, C., Chang, C., & Leaman, S. (2004, March). *Using CBM for progress monitoring in regular and special education*. Workshop presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Carolyn Chang, Adinda Pitz, and Vanessa Gatewood

Brock, S. E., Chang, C., Poitz, A., & Gatewood, V. (2005, March). *Autism spectrum disorders (Part 2): Diagnostic assessment and the psycho-educational evaluation*. Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Carolyn Chang and Vanessa Gatewood

Brock, S. E., Chang, C., & Gatewood, V. (2005, April). *The identification of autism spectrum disorders*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Danielle Christy

Christo, C., & Christy, D. (2007, March). *Research update: From reading readiness to reading disability*. Workshop presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Brandi Clovis, Shawna Leiber, Will Randell, Maricela, Rivera, and Kristi Sanders

Cooley, L., Clovis, B., Leiber, S., Randell, W., Rivera, M., & Sanders, K. (2006, March). *Solution-focused counseling: Creative approaches with you (K-4) children*. Paper presented at the annual meeting of the California Association of School Psychologists, Monterey, CA.

Christa Cummings

Christo, C., Cummings, C., & Hunter, D. (2004, March). *Overview of computer based early reading interventions*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Christa Cummings and Maria Puopolo

Cummings, C., Brock, S. E., & Puopolo, M. (2003, April). *Using observations, interviews, and rating scales to identify antecedents of problem behaviors*. Paper presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Christa Cummings and Jason Seiver

Brock, S. E., Cummings, C. A., & Seiver, J. (2004, March). *A behavioral intervention for increasing on-task behavior*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Julie Davis

Davis, J. (2007, March) *Psychotherapeutic interventions for children suffering from PTSD: Recommendations for school psychologists*. Paper presentation at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Sondra Deurloo, Danielle Harrington, and Jonathan Tennison

Deurloo, S. C., Harrington, D. N., & Tennison, J. D. (2011, February). *Parent involvement in reading*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Jennifer Diggins, Jamie Farr, Erica Nehrer, Mike Slone, and Cory Snow

Cooley, L., Diggins, J., Farr, J., Nehrer, E., Slone, M., & Snow, C. (2002, March). *Solution-focused counseling: Creative approaches with young children*. Paper presented at the annual meeting of the California Association of School Psychologists, Sacramento, CA.

Marianne Dubitsky, Gabby Macias, and Cynthia Quintero

Dubitsky, M., Macias, G., & Quintero, C., T. (2009, March). *Change your focus: Solution-focused brief therapy in the classroom*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Vanessa Gatewood

Christo, C., & Gatewood, V. (2004, March). *What works: An overview of reading intervention programs*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.

Tiffany Goodson

Christo, C. & Goodson, T. (2009, February). *Choosing the 'best' interventions*. Paper presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Christo, C. & Goodson, T. (2009, March). Framework for reading skills analysis. Poster presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Tiffany Goodson, Jennifer Iacuniello-Mullen, and Chase Moore

Goodson, T., Iacuniello, J., Moore, C., & Christo, C. (2009, March). *Framework for reading skill analysis*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Goodson, T., Iacuniello, J., Moore, C., & Christo, C. (2009, March). *Useful reading assessments within an RTI model*. Panel presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Christo, C., Goodson, T., Iacuniello-Mullen, J., & Moore, C. (2009, February). *Useful reading assessments within an RTI model*. Mini-skills presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Bethany Grove and Melanie Searls

Brock, S. E., Grove, B., & Searls, M. (2008, February). *The identification, assessment, & treatment of ADHD*. Mini-skills session presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Bethany Grove, Melanie Searls, and Ellie Martinez

Brock, S. E., Grove, B., Searls, M., & Martinez, E. (2008, March). *The identification, assessment, and treatment of ADHD*. Workshop presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

John Michael Gomez and Natalie Cyhanenko

Gomez, J. M., & Cyhanenko, N. (2009, March). *Intervention outcomes for students with emotional disturbance and behavior problems*. Paper presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Cyhanenko, N., & Gomez, J. M. (2009, March). *Cyberbullying: What Schools can do to Prevent and Intervene*. Paper presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Amanda Handleson and Lauren Pape

Handleson, A., & Pape, L. (2009, March). *Differentiated instruction for the gifted student in the general education classroom*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Shelley Hart

- Brock, S. E., & Hart, S. (2004, March). *Helping the student with ADHD in the classroom*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Brock, S. E., & Hart, S. (2005, April). *Suicidal ideation and behaviors*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Brock, S. E., & Hart, S. (2006, March). *School suicide postvention: The school's response to the student suicide*. Mini-skills session presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- Christo, C., & Hart, S. (2004, March). *Measurement matters*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Hart, S., & Brock, S. E. (2008, March). *Bipolar disorder: How to differentiate it from other disorders*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Hart, S., & Brock, S. E. (2009, March). *Treatments and interventions for youth with bipolar disorder*. Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Summer Henney and Alex Weathers

- Henney, S. R., & Weathers, A. S. (2011, February). *Using bibliotherapy to address bullying in schools*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Ellie Martinez

- Cooley, L., & Martinez, E. (2009, March). *Emotional disturbance: Current dilemmas examined*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Martinez, E., & Brock, S. E. (2007, April). *Suicide postvention*. Paper presented at the annual meeting of the National Association of School Psychologists, New York, NY.

Luis Madrigal and Rondy Yu

- Madrigal, L., & Yu, R. (2009, March). *Factors influencing parental involvement in schools*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Melissa Munoz and Wani Bhatti

- Munoz, M., & Bhatti, W. (2009, March). *Perceptions regarding school psychologists among parent of student diagnosed with autism*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

LLecenia Navarro and Evelyn Teran

- Brock, S. E., Navarro, L., & Teran, E. (2008, March). *The English to Spanish translation of psycho-educational materials for use during school crisis intervention*. Poster presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Megan O'Malley

- Renshaw, T. L., Jimerson, S. R., Hart, S., & O'Malley, M. D. (2009, August). *Promoting positive peer relationships to reduce bullying: Student outcomes*. Poster presented at the annual convention of American Psychological Association, Toronto, Canada.
- Brock, S. E., & O'Malley, M. (2005, March). *The nature and consequences of victimization*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Nickerson, A. B., Brock, S. E., O'Malley, M. D., Furlong, M. J., Demaray, M. K., Malecki, C. K. (2005, August). *Enhancing social support for victims of school bullying*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Furlong, M. J., Brock, S. E., & O'Malley, M. D. (2005, December). *Peer victimization in schools*. Symposium presented at the California School Counseling Research Summit, San Diego, CA.

Megan O'Malley and Darren Husted

- Christo, C., O'Malley, M. D., & Husted, D. (2006, March). *The joy of data*. Workshop presented at the annual meeting of National Association of School Psychologists, Los Angeles, CA.

Megan O'Malley

O'Malley, M. (2010, March). *Psychometric Analyses of The California School Climate Survey* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

O'Malley, M. (2010, March). *Interventions for Bullying at School: A Study of School Psychologists* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Andrea Opel and Sondra Deurloo

Opel, A. K., & Deurloo, S. C. (2012, February). *Variable populations and child find: Advancing the search*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Doris Pachenar

Brock, S. E., & Pachenar, D. (2006, February). *The assessment and diagnosis of attention-deficit/hyperactivity disorder*. Workshop presented at the annual meeting of the California Association of School Psychologists, Monterey, CA.

Joanna Pastor

Pastor, J. (2010, March). *Children becoming readers in a digital age*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Maria Puopolo, Christa Cummings, and Darren Husted

Brock, S. E., Puopolo, M., Cummings, C. A., & Husted, D. A. (2004, March). *Helping the student with ADHD in the classroom*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Caitlin Robles and Trisha Koch

Robles, C. C., & Koch, T. M. (2011, February). *Promoting the social and emotional wellness of students with learning disabilities*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Renee Rodriguez

Rodriguez, R., & Brock, S. E. (2009, March). *Manifestations, Symptoms, and Recommendations for PTSD*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Mary Scaffidi and Kimber Tzikas

Scaffidi, M. A., & Tzikas, K. C. (2012, February). *Prescription and over-the-counter drug abuse among students*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Michelle Schaughnesy, Erin Crosby, Michelle Zozaya, and Erin Moore

Schaughnesy, M., Crosby, E., Zozaya, M., & Moore, E. (2012, February). *Social skills interventions for students with autism*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Jason Sevier and Kelly Hourigan

Sevier, J., Hourigan, K., & Christo, C. (2005, April). *Comparing commonly used measures of phonological processing and rapid naming*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Mike Slone

Brock, S. E., & Slone, M. (2005, March). *Autism spectrum disorders (Part 1): Case finding and screening*. Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Mike Slone and Clarissa Tuttle

Brock, S. E., Slone, M., & Tuttle, C. (2007, March). *The psycho-educational assessment of students with autism spectrum disorders*. Workshop presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Katie Stoddard

Cooley, L., & Stoddard, K. (2007, March). *Overview of computer based early reading interventions*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Corey Tamblyn

Hass, M., Cooley, L., Eseltine, T., Jasinski, N., & Tamblyn, C. (2005, March). *Practical applications of a strength based approach to school psychology practice*. Panel presentation at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Hass, M., Cooley, L., Hunter, D., & Tamblyn, C. (2005, April). *Practical applications of a strength based approach to school psychology practice*. Mini-skills presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Hass, M., Cooley, L., Hunter, D., & Tamblyn, C. (2005, April). *Strength-based approaches to school psychology practice*. Panel presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Laurel Tanner and Shietel Chhana

Taner, L., & Chhana, S. (2010, March). *Emotional first aid: A classroom approach for teachers*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Catherine Teller and Danielle Harrington

Teller, C. A., & Harrington, D. N. (2012, February). *Building partnerships with schools through educational staff trainings*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Catherine Teller and Andrea Opel

Teller, C. A., & Opel, A. K. (2011, February). *Current trends in RTI practices in California*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Hung To, Yelena Novakovskiy, and Luke Anderson

To, H., Novakovskiy, Y., Anderson, L., & Brock, S. E. (2009, March). *Understanding adolescent depression: Consulting with a parent*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Kimber Tzikas and Stephanie Weckworth

Tzikas, K. C., & Weckworth, S. A. (2011, February). *Canine-assisted therapy in schools*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Delia Villasenor and Beth Hopper

Villasenor, D., Brock, S. E., & Hopper, B. M. (2008, March). *Bipolar disorder in the classroom*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Christy Byrne Yates

Cooley, L., & Yates, C. B. (2007, March). *Children in foster care: What school psychologists need to know*. Paper presented at the annual meeting of the California Association of School Psychologist, Los Angeles, CA.

Christy Byrne Yates, Francesca Corti, Heidi Linscheid, and Liana Lopes

Yates, C. B., Corti, F., Linscheid, H., & Lopes, L. (2008, March). *Transition skills for middle schoolers*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Heather Wilson

Wilson, H. (2012, February). *Impacts of school readiness*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Jordon Wolf, Mary Scaffidi, and Amanda DeCarl

Wolf, J. S., Scaffidi, M. A., & DeCarl, A. R. (2011, February). *Individual crisis intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Natalie Zehnder, Kathy Gatten, and Elizabeth Crain

Zehnder, N., Gatten, K., & Crain, E. (2008, March). Art therapy for crisis intervention with elementary school children. Paper presented at the meeting of the California Association of School Psychologists annual convention, Burlingame, CA.

The School Psychology Program at CSUS also provides opportunities for student research, and many of our current and former students have authored scholarly publications. The following is a partial listing of student publications.

Lauren Bolnik

Bolnik, L., & Brock, S. E. (2005). The self-reported effects of crisis intervention work on school psychologists. *The California School Psychologist*, 10, 117-124. Retrieved May 2, 2008, from <http://education.ucsb.edu/school-psychology/CSP-Journal/index.html>

Christ Cummings

Brock, S. E., Christo, C., & Cummings, C. (2004). Time on task: Classroom strategies to increase learning time. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S3: 159-162). Bethesda, MD: National Association of School Psychologists.

July Davis

Brock, S. E., & Davis, J. (2008). Best practices in school crisis intervention. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (pp. 781-798). Bethesda, MD: National Association of School Psychologists.

Emily Flitsch & Jennifer Magnesi

Flitsch, E., Magnesi, J., & Brock, S. E. (2012). Social media and crisis intervention. In S. E. Brock & S. R. Jimerson (Eds.), *Best practices in school crisis prevention and intervention* (2nd ed.). Bethesda, MD: National Association of School Psychologists.

Tiffany Goodson

Goodson, T., Leung, B., & Hass, M. (2009, Spring). CASP Student Leadership Council convened at convention 2009. *CASP Today*, 59(2).

Bethany Grove and Melanie Searls

Brock, S. E., Grove, B., & Searls, M. (2010). ADHD: Classroom interventions. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S8H5-1 – S8H5-5). Bethesda, MD: National Association of School Psychologists.

Molly Harrison

Cooley, L., & Harrison, M. (2003). *Research summary Family resilience: Strengths forged through adversity. Communiqué*.

Shelley Hart

Hart, S. R., Jeltova, I., & Brock, S. E. (in preparation). *Identifying, assessing, and treating bipolar disorder at school*. New York: Springer.

Hart, S. R., & Brock. (in press). Suicide risk assessment. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologists.

- Brock, S. E., Jimerson, S. R., & Hart, S. R. (2006). Preventing, preparing for, and responding to school violence with the National Incident Management System. In S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of school violence and school safety: From research to practice* (pp. 443-458). Mahwah, NJ: Erlbaum.
- Brock, S. E., Sandoval, J., & Hart, S. R. (2006). Suicidal ideation and behaviors. In G. Bear & K. Minke (Eds.), *Children's needs III: Understanding and addressing the developmental needs of children* (pp. 225-238). Bethesda, MD: National Association of School Psychologists.

Katie Knifton

- Sandoval, J., Brock, S. E., & Knifton, K. (2012). School violence and disasters. In J. Sandoval (Ed.), *Handbook of crisis counseling intervention and prevention in the schools* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Ellie Martinez

- Martinez, E., & Brock, S. E. (2008). Time on task. In E. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia*. Detroit: Macmillan Reference.
- Martinez, E., & Brock, S. E. (2010). Suicide postvention strategies for school personnel. In A. S. Canter, L. Z. Paige, & S. Shaw (Eds.), *Helping children at home and school III: Handouts for families and educators* (pp. S9H17-1 – S9H17-3). Bethesda, MD: National Association of School Psychologists.

Ellie Martinez, LLecina Navarro, and Evelyn Teran

- Brock, S. E., Martinez, E. L., Navarro, L., & Teran, E. (2010). Collaboration in school-based crisis intervention. In J. Kaufman & T. L. Hughes (Eds.), *The handbook of education, training and supervision of school psychologists in school and community. Volume II. Contemporary school psychology training: University/Field Collaboration* (pp. 263-289). London: Taylor Francis/Routledge.

Megan O'Malley

- Brock, S. E., Nickerson, A. B., O'Malley, M. D., & Chang, Y. (2006). Understanding children victimized by their peers. *Journal of School Violence*, 5(3), 3-18.
- Jimerson, S. R., Renshaw, T. L., Stewart, K., Hart, S., & O'Malley, M. (2009). Promoting school completion through understanding school failure: A multi-factorial model of dropping out as a developmental process. *Romanian Journal of School Psychology*, 2, 12-29.
- Nickerson, A. B., Brock, S. E., Chang, Y., & O'Malley, M. D. (2006). Responding to children victimized by their peers. *Journal of School Violence*, 5(3), 19-32.
- O'Malley, M.D. (in press). Prevailing interventions for peer victimization. *The California School Psychologist*.
- Renshaw, T. L., & O'Malley, M. D. (2009). Toward ecological assessment: Advancing the "right science" in school psychology. *School Psychology: From Science to Practice*, 1(2), 5-9.

Maria Puopolo, Christa Cummings, and Darren Husted

- Brock, S. E., Puopolo, M., Cummings, C., & Husted, D. (2004). ADHD: Classroom interventions. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S8: 25-28). Bethesda, MD: National Association of School Psychologists.

Annie Riffey

- Brock, S. E., & Riffey, M. A. (2010). Responding to suicidal ideation and behavior at school. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9H16-1 – S9H16-3). Bethesda, MD: National Association of School Psychologists.

Christina Saad and Quinn Ballard

- Brock, S. E., Saad, C., & Ballard, Q. (2012). Natural disasters. In J. Sandoval (Ed.), *Handbook of crisis counseling, intervention, and prevention in the schools* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Christina Saad, Quinn Ballard, and Lisa Yocum

Saad, C., Brock, S. E., Ballard, Q., Yocum, L. C., Yates, C. B., & Wu, A. (2011). Using the PREPaRE model of school crisis prevention and intervention to respond to sudden and unexpected death. *Grief Matters, 14*, 12-17.

Eric Sharp

Brock, S. E., Jimerson, S. R., Lieberman, R., & Sharp, E. (2004). Preventing suicide: Information for caregivers and educators. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9: 33-35). Bethesda, MD: National Association of School Psychologists.

Jason Sevier and Mari Puopolo

Brock, S. E., Sevier, J., & Puopolo, M. (2004). Group psychological first aid: Strategies for school mental health professionals. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9: 29-31). Bethesda, MD: National Association of School Psychologists.

Brock, S. E., Sevier, J., & Puopolo, M. (2004, March). *Group psychological first aid: Strategies for school mental health professionals*. Retrieved from <http://www.guidancechannel.com/ezine.asp?index=1412&cat=13>

Nicole Weekly

Weekly, N., & Brock, S. E. (in press). Suicide postvention. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologists.

Weekly, N., & Brock, S. E. (2004). Suicide: postvention strategies for school personnel. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9: 45-47). Bethesda, MD: National Association of School Psychologists.