

P595: Practicum in School Psychology Fall 2002

Instructor: Karen Gavin, Ph.D.
Office: Wright 4004
Office Hours: Wednesday 3-5; By Appointment
Telephone: 856-8330
Email: kgavin@indiana.edu

READINGS: On Electronic Reserve:

Direct URL: <http://129.79.35.24/coursepage.asp?cid=527>
Password:

COURSE DESCRIPTION:

This practicum is designed to orient school psychology students to school-based practice, particularly through the development of observational skills. Working with teachers, parents, and students requires effective observational skills to provide the data that a school psychologist needs for collaborative problem-solving. These skills form a foundation for later course work in assessment, consultation, and intervention. Through the use of readings, class discussion, field experiences, and most practice, this practicum will focus on orienting oneself to the ecology of school environments, in addition to conducting and analyzing the results of classroom observation.

OBJECTIVES:

Upon completion of this practicum, students will:

1. demonstrate knowledge of the role of observation and interviewing in school psychology assessment, consultation, and intervention.
2. demonstrate knowledge of both anecdotal and structured behavioral observation techniques.
3. conduct classroom observations utilizing narrative recording, semi-structured recording, behavioral coding, and time-sampling methods.
4. begin to develop an appreciation for the culture of the schools, a sense of how the context of schools affect student behavior, and awareness of the types of professional behaviors necessary to be effective in providing high quality services in that culture.
5. begin to understand the structure of behavioral interviewing as a precursor to behavioral consultation for collaborative problem-solving.

COURSE REQUIREMENTS:

1. Attendance at all practicum class meetings and participation in class discussions and activities is expected.

2. Complete assigned readings and activities in preparation for class meetings and class discussion. Come to class prepared to discuss readings and activities.
3. Students placed at Clear Creek Elementary will serve as a classroom partner (Helping Hand) to a general education teacher. Provide classroom assistance, including a range of instructional support activities such as small and large group instruction, tutoring, and special projects and activities. Students are to arrange a regular and weekly time for providing classroom support that **MEETS THE NEEDS OF THE TEACHER**.

For students in other schools who will be shadowing a school psychologist, activities will vary. You will assist with classroom observation, the functional assessment of behavior, observe case conferences, and assist the psychologist in other ways as required by the psychologist. You will also need to spend time in a general education setting, in addition to special education settings to experience the range of services available to students. Students are to arrange a regular and weekly time that **MEETS THE NEEDS OF THE PSYCHOLOGIST**.

Remember: You are a professional guest who represents Indiana University, the School of Education, and the School Psychology program.

Hours as a classroom partner or assignment to a school psychologist is typically 4 hours per week. For a 2 credit hour course, your time total time commitment to the practicum is 150 clock hours per semester (about 8-10 hours per week).

4. Conduct three (3) observations in a general education classroom.

Observation 1 (Due 10/10): unstructured, narrative focusing on classroom arrangements, instructional activities, teacher and student behavior

Observation 2 (Due 10/28): semi-structured anecdotal observation, observing antecedents and consequences in a more structured manner

Observation 3 (Due 11/25): time-sampling procedure focusing on the on-task behavior of an identified student and compared to a designated peer.

ALL observations will be accompanied by a **brief** summary.

5. Interview the classroom teacher or school psychologist to whom you are assigned. Ask about: greatest challenges and rewards of the position, opinions of how they perceive and address needs of students who may be at-risk for learning and behavior problems. Summarize and turn in a 2- to 3-page report of the interview. **Due 12/9**
6. Participate in activities at the Institute for Child Study (ICS) clinic. Your participation will include:
 - Attendance at the initial ICS organizational meeting.

- ❑ Observation of a parent intake and/or parent meeting when student clinicians are collecting information relevant to a clinic referral. This may be completed through reviewing a videotape of the session.
 - ❑ Attendance at a minimum of one Friday morning clinic meeting, including the general staffing and group supervision time.
 - ❑ Attend at least one ICS in-service during the semester (if scheduled).
7. Keep a practicum activity log which documents the date, time, and brief description of all activities associated with practicum experiences. This includes class meetings, readings, assessment activities, participation in meetings, school observations, shadow activities with the psychologist, and teacher/psychologist interviews. Format provided in class.

GRADING POLICY:

Grades will be assigned based on the student’s ability to integrate classroom discussion and readings with activities and field experiences. Each student will be individually evaluated based on:

- ❑ Completion of all practicum requirements
- ❑ Quality of assignment
- ❑ Improvement in response to feedback and self-analysis
- ❑ Evaluation from field/practicum site (see attached evaluation form)
- ❑ Participation in class discussion and activities

A Mastery Approach to assignments will be used.

GRADING SCALE:

100	A+	78	C+
95	A	75	C
92	A-	72	C-
88	B+	68	D+
85	B	65	D
82	B-	62	D-

Schedule of Classes, Content, and Assignments

<u>Date</u>	<u>Topic</u>
9/2	Course Overview and Requirements
9/9	Observation in School Psychology: What are We Looking For and Why? Reading: Borich, Chapter 3 Hintze, Volpe, & Shapiro (2002) Shapiro & Kratochwill
9/16	Structuring Observation: Importance of Antecedents & Consequences Reading: Borich, Chapter 4 Alberto & Troutman, Chapter 4
9/23	“Interviewing 101” Reading: Sattler, Chapter 2 Witt & Elliott (1983)
9/30	The Context of Behavior: Instructional & Environmental Variables Reading: Ysseldyke & Elliott (1999) Gettinger & Stoiber (1999) Rosenfield (2002)
10/7	NO CLASS – Attend IASP Conference
10/10	NARRATIVE OBSERVATION DUE
10/14	Observation in Time: Time-Sampling Methods & Coding Systems Reading: Alessi (1980) Wasik & Loven (1980)
10/21	Time-Sampling & Structured Observation PLA-CHEK Presentation
10/28	SEMI-STRUCTURED ANECDOTAL OBSV. DUE Reading: McConaughy & Ritter
11/4	Introduction to Functional Assessment Reading: Foster-Johnson & Dunlap Skiba et al.
11/11	Target Behaviors: What Data Should We Collect Reading: Barnett et al.
11/18	Computer Assessment TIME-SAMPLING DUE (PLA-CHEK)

- 11/25 Practicum Review
- 12/2 Single-Subject Design: Monitoring Intervention Effectiveness
Reading: Kerr & Nelson, Chapter 3
- 12/9 Course Wrap-Up
INTERVIEW DUE

READING LIST

- Alberto, P. A. & Troutman, A. C. (19). *Applied behavior analysis for teachers* (2nd ed.). Columbus, OH: Merrill. (Chapter 4, pp. 95-142).
- Alessi, G. J. (1980). Behavioral observation for the school psychologist: Responsive-discrepancy model. *School Psychology Review*, 9(1), 31-45.
- Barnett, D. W., Bauer, A. M., Ehrhardt, K. E., Lentz, F. E., & Stollar, S. A. (1996). Keystone targets for change: Planning for widespread positive consequences. *School Psychology Quarterly*, 11(2), 95-117.
- Borich, G. D. (1994). *Observation skills for effective teaching* (2nd ed.). New York: Merrill. (Chapter 3, pp. 38-60).
- Borich, G. D. (1994). *Observation skills for effective teaching* (2nd ed.). New York: Merrill (Chapter 4, pp. 64-74).
- Foster-Johnson, L. & Dunlap, G. (1993). Using functional assessment to develop effective, individualized interventions for challenging behaviors. *Teaching Exceptional Children*, Spring 1993, 44-50.
- Gettinger, M. & Stoiber, K. C. (1999). Excellence in teaching: Review of instructional and environmental variables. In Reynolds, C. R. & Gutkin, T. B. (Eds.) *The handbook of school psychology* (3rd ed.) New York: John Wiley.
- Hintze, J. M., Volpe, R. J., & Shapiro, E. S. (2002). Best practices in the systematic direct observation of student behavior. In Thomas, A. & Grimes, J. (Eds.), *Best practices in school psychology – IV*. Washington, DC: National Association of School Psychologists.
- Kerr & Nelson (1989). Classroom measurement of student progress. (3rd ed.). *Strategies for managing behavior problems in the classroom*. Chapter 3 (pp.68-106). New York: Macmillan.
- Knoster, T. P., & McCurdy, B. (2002). Best practices in functional behavioral assessment for designing individualized student programs. In Thomas, A. & Grimes, J. (Eds.), *Best practices in school psychology – IV*. Washington, DC: National Association of School Psychologists.
- McConaughy, S. H. & Ritter, D. R. (1995). Best practices in multidimensional assessment of emotional and behavioral disorders. In Thomas, A. & Grimes, J. (Eds.). *Best practices in school psychology – III*. Washington, DC: National Association of School Psychologists.
- Rosenfield, S. (2002). Best practices in instructional consultation. In Thomas, A. & Grimes, J. (Eds.), *Best practices in school psychology – IV*. Washington, DC: National Association of School Psychologists.

- Sattler, J. M. (2001). *Assessment of children: Behavioral and clinical applications*. San Diego: Jerome Sattler. (Chapter 2, pp. 44-63).
- Shapiro, E. S. & Kratochwill, T. R. (19). Introduction: Conducting a multidimensional behavioral assessment. In Shapiro, E. S. & Kratochwill, T. R. (Eds.) *Conducting school-based assessments of child and adolescent behavior*. New York: Guilford Press.
- Skiba, R., Waldron, N., Bahamonde, C. & Michalek, D. (1999). Functional assessment and IDEA: An opportunity for school psychologists. Unpublished paper.
- Skinner, C. H., Rhymer, K. N., & McDaniel, E. C. (19). Naturalistic observation in educational settings. In Shapiro, E. S. & Kratochwill, T. R. (Eds.) *Conducting school-based assessments of child and adolescent behavior*. New York: Guilford Press.
- Ysseldyke, J. & Elliott, J. (1999). Effective instructional practices: Implications for assessing educational environment. In Reynolds, C. R. & Gutkin, T. B. (Eds.) *The handbook of school psychology* (3rd ed.) New York: John Wiley.
- Wasik, B. H. & Loven, M. D. (1980). Classroom observational data: Sources of inaccuracy and proposed solutions. *Behavioral Assessment*, 2, 211-217.
- Witt, J. C. & Elliott, S. N. (1983). Assessment in behavioral consultation: The initial interview. *School Psychology Review*, 12(1), 42-49.