

**The Ohio State University
School Psychology Program
School of Physical Activity and Educational Services
College of Education**

**EDU PAES 728 (3 quarter hours)
Cultural Diversity: Developing a Multicultural Awareness
Autumn 2005, Monday, 4:30-6:48**

Instructor: Antoinette Miranda
Office Hours: Mon 1-3, Tues, 9-11
By appointment
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Mission Statement for the School Psychology Program

The foundation for the school psychology program at The Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels.

Course Rationale/Purpose: The rationale of this course is to help professionals in educational settings (as well as other settings) have a knowledge base for working more effectively with children and adults of varying cultural backgrounds.

Course Description: The course will provide students with the opportunity to develop a multicultural awareness as they explore the impact of an increasingly diverse society in the United States. Particular emphasis will be placed on gaining self-awareness around issues of cultural diversity as well as expanding one's knowledge base in the area.

Objectives:

The student will develop an awareness and sensitivity to his/her own cultural heritage and to valuing and respecting differences.

The student will explore issues of racism, prejudice, oppression, and discrimination as it occurs in the United States and understand and be knowledgeable of its impact on culturally different individuals.

The students will gain specific knowledge and information about the major ethnic groups in the United States.

The student will be knowledgeable of how a child's cultural background can influence his participation in the educational system.

The student will develop an understanding regarding the research on diversity as it relates to children in general and children with disabilities in particular

The student will be knowledgeable of current literature and sources of information related to culturally diverse students in the educational settings.

Textbooks and Readings:

Banks, J. (2002). Teaching strategies for ethnic studies. (7th Ed.). Allyn & Bacon.

Tatum, Beverly Daniel (1997) "Why are all the Black Kids sitting together in the cafeteria?", (5th ed) Persus Books. Available at Long's Bookstore.

Cyrus, Virginia (1997). Experiencing Race, Class, and Gender in the United States. (3rd ed) Mayfield Publishing Company.

Selected articles (See end of syllabus)

Students with Special Needs: Students with special needs that affect their ability to participate fully in the class or to meet all course requirements should bring this to the instructor's attention so that appropriate accommodations can be arranged. University recognized accommodations (ADA accommodations) will be provided only for students who have a formal relationship with the Office for Students with Disabilities. Requesting for these accommodations is the sole responsibility of the student. As an instructor, I will make every effort to address the special needs of students while maintaining the integrity of the learning experience.

Academic Integrity:

The School of Physical Activity and Educational Services has set forth clear policies and procedures regarding academic misconduct. These procedures can be found in the program handbook and the Patterns of Administration, and students are expected to read and follow these policies. All projects and tests will represent your own work. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.

Attendance:

Class attendance is mandatory. Students are expected to contact the instructor prior to an absence except in the case of an emergency. Deductions in a student's final grade due to absences are at the discretion of the instructor. Students are also expected to be punctual and complete all assignments on time. Late assignments must be discussed with the instructor. The instructor reserves the right to deduct points for late assignments and/or return papers at the instructor's convenience. Incompletes will be given only when discussed with the instructor at least one week prior to the due date for the last assignment. Incompletes will also be given for uncontrollable extenuating circumstances only. Students are encouraged to discuss class difficulties with the instructor as soon as possible.

Diversity Statement:

The National Association of School Psychology, the American Psychological Association, and the American Counseling Association have explicit policies regarding issues related to race, gender, class, sexual orientation, disability, religion, etc. You may find this information in the APA publication manual, standards and ethics for each organization, and on the organizations' respective home pages. In this class, you will be expected to reflect the standards and ethics of your profession. Any use of written or verbal language should be consistent with that specified by APA, ACA, and NASP. These policies should also be reflected in your conceptualization of client needs, interpretation and use of

assessment results, critical analysis of assessment tools, and creation of services provided to clients. You will be evaluated accordingly on these skills.

Professional Statement:

As graduate students and future professionals in the field of psychology and for most, school psychology, you are required to obtain competencies in numerous areas including writing skills, presentation skills, clinical skills, and research skills. Standards for this class are compatible with professional standards. You are expected to have a good understanding regarding ethics and standards set forth by the American Psychological Association and the National Association of School Psychologists. Your behavior and performance in this class must be consistent with the expectations set forth by the School Psychology Program Contract. You will be evaluated on various skills that are necessary to being a professional and competent psychologist. In addition to academic skills, and academic behaviors, you will also be evaluated on your professional judgement. Although there is no separate point allotment for professional conduct, your grade and success in this class can be influenced by poor professional judgement and conduct, and by poor academic performance and behaviors. These behaviors include, but are not limited to, working well with other professionals, other students, and clients, meeting deadlines for the class, dressing appropriately when working in the schools, and representing the school psychology program and the department in a professional manner. You are expected to behave like a professional and to engage in self-regulated learning while in this class. The instructor has the right to deduct points on an individual assignment or a final grade for unprofessional or unethical behavior of any kind. Depending on the severity of the violation, additional consequences may also be pursued.

Course Requirements:

- A. *high achievers/education, civility*
Students will prepare a paper discussing their own cultural heritage and its impact upon their interaction with minority and majority people. Literature or personal correspondence describing the students' culture should be consulted and incorporated into the paper. The Bank's book can be used as a source. The paper should not exceed ten double-spaced pages. *How did it impact you? Influences interactions w/ min/maj*
- B. An observational/response journal will be kept during the entire quarter. The journal is a place to record your reflection on class discussions, readings, films and videos shown in class as well as events occurring outside of class that relate to diversity. It is also a place to record examples of racism (individual, institutional, or cultural) that you experience or witness during the course of your weekly activities. You must complete 4 journal entries that should be at least 1 page in length. Topics to write on may be assigned.
- C. Students will take part in a "cultural immersion" experience. Students will be required to attend an event, social activity, etc., with people who are culturally different from them. A short paper (1-2 pages) describing your experience and impressions will be required. The cultural immersion experience must be approved by the instructor.
- D. Students will interview two people from different ethnic groups and write a summary of the interviews as well as their comments and impressions based on the information. International students may not be interviewed.
- E. Students will be provided an issue that they will "investigate". The instructor will provide an issue twice during the quarter. Students will find more information about the issue and present their findings in small group or to the whole class. (Note: This is a non-graded assignment)
- F. Students will watch the movie "Crash" and write a short reflection paper. Be prepared to discuss the movie in class.

- G. Students will write a short reflection paper. This reflection paper should be typed 2-3 pages in length. This paper will represent your personal reflection of your experience in the class throughout the quarter. Feel free to incorporate any of the articles, video, or discussions.

The grading procedures will also take into account the quality of the work submitted. Please turn papers in on time. Late papers may be subject to point deductions.

Course Evaluation/Grades:

<u>GRADING PROCEDURES</u>	<u>Points</u>	<u>Percent</u>
Cultural Heritage Paper	20	20%
Journal entries (4)	20 (5 pts. each)	20%
Cultural Immersion Experience	20	20%
Interviews	10 (5 pts. each)	10%
"Crash" reflection	10	10%
Short Reflection Paper	10	10%
Class Participation	10	10%
TOTAL	100	100%

Guidelines for Discussions

SHARE THE AIR TIME: Everyone's participation is encouraged. Please monitor your own participation level. If you are someone who often speaks up, be sure you are also allowing opportunities for others to participate. If you are someone who is hesitant to speak in groups, use this opportunity to stretch yourself some.

CONFIDENTIALITY IS IMPORTANT. Share the ideas from the course with your friends and acquaintances, but personal statements and experiences should remain confidential.

MUTUAL RESPECT IS IMPORTANT. Diverse perspectives are to be expected. When necessary, we can agree to disagree, and do so in a mutually respectful way. We are all "works in progress". We need to listen carefully to each other and recognize that all of us are here to learn.

SPEAK FROM YOUR OWN EXPERIENCE. When talking about difficult topics, it's easy to slip into a pattern of talking about what "others" think. Try to avoid that. Use "I" statements.

RISK TAKING IS ENCOURAGED. IF YOU HAVE A QUESTION, ASK IT!

Course Schedule for 728

Date	Topic	Assignments	Readings
9-26	Course Overview, Key Definitions, Video- <u>The Shadow of Hate</u>		Banks-Chapter 1 & 3
10-3	The concept of race, Understanding privilege, Racism and Oppression, Video- <u>Understanding race</u>	Journal Entry #1	Tatum-Chapter 1 Article # 1, 2 Cyrus- Ch 43, 46, 47, 53
10-10	Racial and Ethnic Identity, Models of Racial Identity Development	Issues Assignment	Tatum-Part II, III, & IV Cyrus- 1, 10, 12, 13, 14
10-17	<u>Video-Color of Fear</u> ; Discussion	Journal Entry #2	
10-24	Classism, and Issues of Poverty, Video- <u>Social Class</u>	Cultural Heritage Paper	Article #3 Cyrus-Ch 28, 30, 33, 41, 90, 93
10-31	African-Americans, Appalachians	Journal Entry #3	Banks-Chapter 7 Articles #4 & #5 Cyrus-61, 62, 63, & 64, 69
11-7	Asian-Americans, Latinos	Cultural Immersion Exp	Banks-Chapters 10, 11, 12 & 13 Cyrus- 5, 6, 56, 57, 59 Reading #12 ¹
11-14	Native Americans, Gender	Journal Entry #4 Issues Assignment	Banks-Chapters 5 Cyrus-15, 17, 19, 49, 50, 72
11-21	Class Discussion of "Crash", Sexual Orientation, Diversity and Schooling	Interviews <i>Crash Reflection Paper Due</i>	Articles #6 & #7 Tatum-Chapter 10 Cyrus-85, 87, 116, 118
11-28	Diversity and Schooling, Wrap-up	Short Reflection	Cyrus-111, 128

The instructor reserves the right to modify the schedule in order to meet student needs. In the event that a scheduling change will occur, the class will be amply notified in advance.

Readings

- Week 2: #1 White privilege: Unpacking the invisible knapsack - McIntosh, P.
#2 Invisible Man
- Week 5: #3 What is Middle Class
- Week 6: #4 Space Traders
#5 Appalachian Clients
- Week 9: #6 Social Class and School Knowledge-Jean Anyon
#7 Racism, Discrimination, and Expectations of Student's Achievement
- Week 10: TAKE A WELL DESERVED READING BREAK!

**The Ohio State University
School Psychology Program**

**PAES 729 (3 quarter hours)
Urban Issues in Education
Autumn Quarter, 2006
Tuesday 1:30-3:48**

Instructor: Antoinette Miranda
Office Hours: Mon. 1-3, Tues. 9-11
Email: Miranda.2@osu.edu

Office Phone: 292-5909
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Description/ Rationale:

The purpose of this course is to help participants gain a better understanding of the dynamics of urban schools and the relationship between minority status and poverty, and educational achievement in urban schools. The focus of this course will be on urban issues in the schools from a socio-cultural framework. Students will be provided an overview of research related to urban schools. This overview will include characteristics of urban schools, work in the area of urban psychology (effects of poverty and violence on children and families, resiliency research), as well as work in the area of urban education (full services schools, effective teaching in urban settings). The course will also focus on how this information can be applied to the practice of school psychology as well as other disciplines in education in order to enhance services provided for students in urban schools. Using a model of resiliency, discussion of psychological practice in this area will center around enhancing skills that aid children in coping with their environmental stressors and reducing the risk factors so prominent in urban settings. This framework for urban school psychology guides effective practice in assessment, prevention, intervention, and consultation.

Relationship to Other Course/Curricula:

This course has no relationship to other courses offered within or outside of the College

Knowledge, Skills, & Dispositions:

- Develop an understanding of the characteristics of urban schools including the relationship between poverty, minority status, and academic achievement
- Develop a basic understanding of the research in urban education and urban settings
- Understand the characteristics of urban schools
- Understand the different models of urban education reform and why urban education reform is so difficult
- Understand and become knowledgeable of desegregation, past and present, and its implications for minority children

- Become knowledgeable of how politics and the economy affect urban schools as well as the role they play in urban education reform
- Become knowledgeable of how to deliver services in urban schools from a best practice perspective

Off-campus Field Experience: This course requires activities that will occur off campus

Diversity Statement:

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Technology Statement:

To be consistent with professional standards, students may be expected to demonstrate certain technological skills in this class. These skills include using e-mail, searching the internet, and understanding basic word processing and power point. Students will also be expected to have e-mail accounts. Much of the out-of-class communication with students is done via e-mail. And students may also be required to download Word and Power Point documents for class.

Course Schedule for Urban Issues in the Schools

Date	Topic	Assignments	Readings
Week 1 9-26	Introduction; A crisis in urban schooling		
Week 2 10-3	Characteristics of Urban Schools; Urban Education Reform Efforts: the promises and the challenges	Reading exercise	Readings #1 & 2 S & K-Ch. 1 & 2 CUE-Ch. 1, 2, 3
Week 3 10-10	Children in urban environments, Identity development and schooling		CUE- Ch. 3 S & K-Cp 3 Freedom Writers Readings-#12, 13, & 14
Week 4 10-17	Closing the Achievement Gap and NCLB; Stereotype Threat	Reading exercise	Readings- #7, 8, 11 & 15 Freedom Writers CEU-Ch. 7 & 8
Week 5 10-24	Teaching in urban environments,	Reading exercise	Readings #6 & 10 Crossing over Caanan CEU- Ch. 4, 5, 6, & 7
Week 6 10-31	Desegregation in American Schools		Getting Around Brown Readings #3, 4, 5
Week 7 11-7	Desegregation in Columbus Public Schools	Desegregation Investigation Reading exercise	Getting Around Brown Readings # 9
Week 8 11-14	Guest Panel-Educators in Columbus Public Schools		Getting Around Brown

Week 9 11- 21	Urban Schools and the American Dream	Reflection papers due	S & K-Ch. 19 CEU- Ch. 9 & 10
Week 10 11-28	Becoming an urban educator: Reflections on the process		

The instructor reserves the right to modify the schedule in order to meet student needs. In the event that a scheduling change will occur, the class will be amply notified in advance.

Course Requirements/Evaluations

Students will be given a detailed description of how to complete each assignment.

1. In the schools: Participants will be required to engage in the following activities throughout the quarter.

School visits	Visit at least two schools, one elementary, one middle or high school
Community	Observe the communities in which the schools exist. Compare and contrast communities of various CPS schools.
Interviews	Interview students, teachers, administrators, and parents
Events	Visit at least one CPS activity. Examples: sporting event, open house, parent teacher conferences, professional day workshop, staff meeting, etc.
School board meeting	Attend or watch at least one school board meeting.

2. Reflection paper: Participants will write a reflection paper on their "In the Schools" activities which will incorporate the readings and lectures. See guidelines for further details.
3. Reading for meaning: Participants will be asked to reflect on topical readings at the beginning of designated classes. There will be four of these throughout the quarter.
4. Desegregation Investigation: Participants will write a short paper, 2-3 pages, on whether desegregation has helped or hurt academic achievement of minority students. See guidelines for further details.

School Psychology Students must get at least a B- in this course

Grade	Reflection Paper	Deseg Invest	Reading	Participation		Total	Example	
A	50-48	25-23	20-19	10	Assignments	Points	Grade	Points
A-	47	22	18	9	Reflection paper	50	A	49
B+	46	21	17	8	Issues Paper	20	B	16
B	45-43	20	16	7	Deseg Invest	25	B+	21
B-	42	19	15	6	Participation	10	B	7
C+	41	18	14	5	Total	100	A-	93
C	40-39	17	13	4				
C-	38	16	12	3				
D/F	37 or less	15 or less	11 or less	2 or less				

Final Grades

A	=	100-94
A-	=	93-90
B+	=	89-86
B	=	85-83
B-	=	82-80
C+	=	79-76

Textbooks available at Long's bookstore

Steinberg, S.R. & Kincheloe, J.L. 19 Urban Questions: Teaching in the City paperback ISBN 0820457728

Comprehensive Urban Education by Patricia Kopetz Anthony j. Lease Bonnie Z Warren-Kring ISBN 0-205-42416-3 paperback 2006 Pearson Education Inc.

Ladson-Billings, Gloria (2001) Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms. San Francisco, CA: Jossey Bass 0-787-95001-7 paperback

Gruwell, E. (1999) The Freedom Writers Diary: How A Group Of Teens Used The Power Of The Pen To Wage A War Against Intolerance 978-0-385-49422-9 paperback.

Jacobs, G. Getting around Brown. <http://www.ohiostatepress.org/> (go to the website and type in "Getting around Brown" in their search engine)

Readings: See end of syllabus (you will be able to download the readings from CARMEN: <https://carmen.osu.edu/>)

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Reflection Paper Guidelines

The purpose of this paper is for you to qualitatively reflect on your visits, interviews, and class readings. This is a paper you should be reflecting on weekly, like writing a journal. The following are things that **MUST** be incorporated into your paper.

- A. Sections include, but are not limited to the following:
 - a. The school setting-this includes the physical structure
 - b. Education personnel
 - c. Academic achievement
 - d. The students
 - e. The community
 - f. The parents
 - g. Your perspective on CPS after desegregation based on "Getting Around Brown" and your one quarter experience learning about CPS.
- B. You must incorporate a minimum of 8 of the readings. Reference should be made to each of the required books for the class.
- C. Should include your impressions and thoughts
- D. The paper should be between 6-12 pages
- E. At the beginning of the paper, identify the schools you visited, interviews you conducted, or anything else you did that is relevant to your understanding urban schools.
- F. Papers must be in APA style, free of typos, and well written

Desegregation Investigation

- ✓ Write a short paper, 2-3 pages, on whether desegregation has helped or hurt academic achievement of minority students
- ✓ Take a position and cite at least 4 sources that support your position
- ✓ Be prepared to discuss in class

Reading List

- #1 Cities, Urban Schools, and Current Visions of Educational Reform. Ghetto Schooling
- #2 The Savage Inequalities of public education in New York
- #3 Are schools returning to the 1950s?
- #4 The growth of segretation
- #5 Unexpected Costs and Uncertain gains of dismantling desegregation
- #6 Urban teachers' professed classroom management strategies: Reflections of culturally responsive teaching
- #7 The Achievement Gap: Myths and Realities
- #8 Teachers' perceptions and expectations and the Black-white test score gap
- #9 The memories of an all-urban northern urban school
- #10 Doing what we want to become: Preparing new urban teachers
- #11 Racial disparities and discrimination in Education: What do we know, How do we know it, and When do we need to know?
- #12 Identity and School Adjustment: Revisiting the "Acting White" Assumption
- #13 Urban African American adolescents and school identification
- #14 Racial identity and academic attainment among African-American Adolescents
- #15 Stereotype threat and the intellectual test performance of African Americans

**School of Physical Activity and Educational Services (PAES)
The Ohio State University
EDU PAES 856
Roles and Function of School Psychologists
(updated 9/07)**

**Instructor: Laurice M. Joseph, Ph.D.
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Office hours: by appointment**

School Psychology Program Mission Statement:

The foundation for the school psychology program at the Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem-solvers. The program has a commitment to diversity at the research, training, and service levels.

Purpose:

This course is designed as an introductory course on the roles and function of the school psychologist. There are many roles and functions that school psychologists play in educational and other professional settings. The roles and functions that will be described in this course are those in correspondence with those described in the National Association of School Psychologists Professional Standards literature. This course provides students with an introduction to those roles and functions and a discussion of ethical/legal/professional practices associated with those roles and functions. This course is also designed to provide a historical overview of the profession by discussing its past, present, and its future. Professional issues of accountability, interpersonal skills, intrapersonal skills, and best practice are also discussed. Additionally, this course is designed to provide students with familiarity of scholars and influential contributors of the profession.

Field-Based Component:

This course has a field-based component mainly consisting of being assigned to a school psychologist working in one of the school districts in the Central Ohio area. The graduate student is expected to "shadow" and or observe or perform minor duties of a

school psychologist currently practicing in the field. Thus, the graduate student may participate in the various roles and functions that the school psychologist in the field is engaged in.

Course Objectives/Competencies

1. Students are required to attend class regularly and participate in weekly discussions and in class assignments. Attendance is crucial in this class and failure to attend may result in not being able to fulfill competency objectives. There will be an automatic 10 points dropped from the total amount of points for each class missed. If more than two classes are missed, the highest grade you may earn is a "C". Recall that in school psychology, you must at least earn a B- or the class has to be retaken.
2. Students will gain an understanding of the various roles school psychologists play and the various functions associated with those roles.
3. Students will gain an understanding about the historical development of school psychology by tracing its past, learning about its present status, and projecting its future.
4. Students will become familiar about the various employment contexts that school psychologist function in.
5. Students will become aware of accountability, regulation, and professional preparation including NASP Blueprint for training and practice of school psychologists.
6. Students will gain an understanding of ethical and legal practices associated with the roles and function of school psychologists.
7. Students will begin to become familiar about various leading and promising scholars who have influenced and contributed significantly to the profession.
8. Become a member of professional organizations in the field such as National Association of School Psychologists (NASP) Division 16 of American Psychological Association, Ohio School Psychologists Association (OSPA) and Central Ohio School Psychologists Association.

Diversity:

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchanges of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Special Accommodations

Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. It is your responsibility to inform me of any disability, how it affects your learning, and the type of accommodations you may need. Together, we will contact the Office of Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations.

Technology:

Students in this course are expected to have technological skills that make communication between student and instructor efficient. This includes the use of email and accessing web-based information. Students are also required to use technology in their assignments such as the use of software to create tables, charts, graphs, etc. and the use of power-point slide presentations and other tools to enhance the delivery of their presentations.

General Course Policies

1. Each student is responsible for his or her own education and learning in this class. All work submitted must be his or her own.
2. Attendance and participation are required.
3. Cell phone use during class including texting and ringing is prohibited.
4. Students are expected to complete all assignments including reading assignments.

Academic Misconduct

Any student found to have engaged in the following conduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university.

Academic misconduct

Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;

Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;

Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;

Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it

***includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
Alteration of grades or marks by the student in an effort to change the earned grade or credit;
Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.***

Shadowing Experience Requirements

You be assigned to “shadow” a school psychologist in the field and you must make arrangements with this professional to “shadow” at least one to two hours per week for over a period of approximately 8 weeks. Students will be responsible for contacting the school psychologist and setting up sessions to “shadow”.

The following is a list of the roles and functions that you must observe:

1. School Psychologists’ role and function in an intervention assistance or building level team meeting (at least one but optimally two)
2. School psychologists’ role and function in conducting an individual assessment of a student (at least two but optimally three)
3. School psychologists’ role and function in consultation with teachers (at least two but optimally three)
4. School psychologists’ role in completing paperwork such as state department required evaluation or referral forms, multifactored evaluation reports, individualized education program process, and other paperwork or case management activities. This may involve the school psychologists sharing (showing) forms and other paperwork associated with the job to graduate students.
5. Observe in at least one special education classroom and one general education classroom.

6. Conduct a behavioral observation of children in a classroom using a systematic time sampling behavior observation measure. The procedures for how to conduct this observation will be presented in class. You will also create a paragraph or two of written results and interpretation.

The following is a list of other activities that you may wish to observe or participate if the opportunity is available:

1. Individual or group counseling session
2. Inservice provided by the school psychologist
3. A multifactored evaluation team meeting (sharing evaluation results) with parents or teachers or both.
4. Direct or indirect delivery of interventions to a child or a group of children
5. Other professional activities as determined by school psychologists in the field.
6. Review educational records (background information) about students if you are able to have access to these files---some districts prohibit access to students in training—check with the school psychologist.

Students will be required to keep a reflection journal and an activity log that accounts for the activities that were observed or participated in.

Reflection Journal:

Include the date and time you observed, the role and function/activity you observed, the school psychologists role and function regarding a particular activity, what you learned regarding the role and function, what surprised you perhaps, how you felt about the particular role or function, etc. This will be given to your university instructor at the end of the quarter (last class session).

Activity Log:

Students will be required to keep an activity log (see attached) that details the date and time (start and end time) of observation or activity, type of activity under consultation, assessment, intervention or other.

Other Course Assignments

Who's Who in School Psychology Activity:

You will be given the name of one of the key scholars in the field of school psychology and you are to conduct a search of their major works and provide a description about the individual in regards to their contribution to the profession of school psychology. Use data-bases and access web pages etc. to learn about this individual. You may wish to

correspond with this individual and ask them questions. Be sure to conduct yourself in a very professional manner and respectful manner when doing so. Afterwards, be sure to thank the individual you have contacted. You will provide an oral presentation about this individual to the class. Create a handout for the class providing a description of the individual, their current position, their research interests, other professional interests, and list of citations (their work). These presentations will be delivered throughout the quarter.

Group Quiz:

There will be a group quiz on all who's who folks so be sure to review the handouts that other students provide. The quiz will be oral including multiple choice, true/false, and fill in the blank. The quiz will be given orally by the instructor to three groups of students. Students will be randomly selected to groups. This will occur during the 8th class session. **Yes this is game-like but it will be graded!!!**

Exam:

There will be one exam and this will be on the 7th session of the class. The exam will be multiple choice, true/false, and short answer. The exam will include all lecture notes and required readings from sessions 1 through 6.

Professional/Personal Goal Plan

Create a professional/personal goal written plan by detailing your professional/personal goals as they pertain to becoming an individual in the field of school psychology. Your goals should focus in part on the roles and functions of school psychology. This will be completed and due at the last class session of the quarter. This personalized goal plan is intended to guide you as you engage in the remainder of the training program so that you are meeting your professional/personal goals along the way as well as the goals designated by the program.

Beginning a Portfolio:

You will be required to create a portfolio that will be used through the remainder of the program. The following should be included in your portfolio:

1. Vitae
2. Professional/personal goals
3. Activity logs
4. Psychological reports
5. Consultation case reports
6. Intervention case reports
7. Research papers (literature review) as they pertain to school psychology

8. Research projects
9. Presentations as they pertain to school psychology
10. Practicum field based activities
11. Intern field based activities

Sharing Field based Experiences

You will be required to share your field based experiences in an open forum during class time.

Group Presentation

Students will be expected to complete a group presentation assignment on the school psychologists' role and function in one of the following broad topics:

- a. Response to Intervention Models/Approaches to Practice
- b. Functional Behavior to Intervention Assessment Practices
- c. Academic Assessment to Intervention Assessment Practices
- d. Collaboration-Problem Solving Consultation Practices
- e. Intelligence or Cognitive Ability Assessment Practices
- f. Cultural Diversity
- g. Positive Behavior Support Systems
- h. Mental Health Issues

In doing so, use the literature from leading school psychology journals (listed below) and identify key scholars/contributors in these areas. Each presentation should include a description/overview of the area, best practices associated with the area, the school psychologists' role and function associated with the area, some of the key scholars who contribute research in the area. Create a handout for the class addressing key aspects of your presentation.

List of leading School Psychology Journals

School Psychology Review
School Psychology Quarterly
Psychology in the Schools
Journal of School Psychology
School Psychology International
Journal of Psychoeducational Assessment
Journal of Educational and Psychological Consultation
Journal of Applied School Psychology

Evaluation

Participation in field-based activities including observations, reflection journal and activity log: 20

Exam: 20

Group Quiz: 10

Who's Who Activity: 20

Professional/personal goal plan and evolving portfolio: 10

Group Presentation: 20

Total: 100

A = 95-100

A- = 90-94

B+ = 85-89

B = 80-84

B- = 78-79

C+ = 77-78

C = 75-76

C- = 70-74

D = 60-69

E = Below 60

Required Text:

School Psychology: Past, Present, and Future (Third Edition).

By Tom Fagan and Paula Wise

Year: 2007

Publisher: National Association of School Psychologists

ISBN# 978-0-932955-71-5

The Ohio State University
College of Education and Human Ecology
School of Physical Activity and Educational Services
School Psychology Program
EDU PAES 879 Spring 2010 (3 quarter hours)
Biological Basis of Behavior: Neuropsychology in the Schools
Wednesdays 9:30-11:48

**Syllabus is subject to change at the instructor's discretion.*

Instructor: Kisha M. Radliff, Ph.D.

Office Phone: 292-6485

Office Hours: Mon 9:30-11:30; or by appointment

Office: 458 PAES

Email: radliff.2@osu.edu

Cell Phone:

Mission Statement for the School Psychology Program

The foundation for the school psychology program at The Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels.

Description/Rationale:

School psychologists are in the best position to identify and treat child psychopathology; therefore, it is imperative that they have an understanding of the biological basis of behavior and the relationship between the brain and mental health issues (Davis, 2006).

The purpose of this graduate course is to provide school psychology students with an understanding of the central nervous system and how its development and functioning are related to typical and atypical outcomes among children and adolescents. An overview of learning and psychological disorders will be presented from a school neuropsychological perspective. The main goals for this course are a) for future school psychologists to understand how the brain is involved in various learning and behavior disorders such that they will be able to recognize and appreciate the importance of neurological functioning among children and adolescents; b) for them to be able to effectively communicate this knowledge to other professionals and families, and c) for them to be able to incorporate an understanding of the biological basis of behavior into their assessment and treatment of children and adolescents.

Relationship to Other Course/Curricula:

This course relates to a course, Survey of Behavioral Neuroscience III, in the Psychology Department. There is some overlap related to discussion of cortical functions, learning, memory, and language.

Learning Objectives and Outcomes:

1. Brain Anatomy, Development and Function: students will develop an understanding of the structure of the brain, the developmental process of the central nervous system, and the function of the CNS.

2. Neuropsychology and Mental Health: students will develop an understanding of specific subtypes of learning, behavioral, and psychological disorders and their neuropsychological/neuroanatomical correlates and how to identify and use multiple data sources for differential diagnosis.

3. Neurodevelopmental Constructs: students will develop an understanding of the neurodevelopmental constructs (e.g., memory, attention, and executive functioning) and how these are affected by psychopathology, disabilities and special needs.

4. Neuropsychological Principles: Students will learn to incorporate neuropsychological principles in selecting assessment and intervention techniques.

Relation to School Psychology Program Goals and Objectives:

Students will...

- Develop an understanding of the role that developmental issues and individual differences play in the practice of school psychology
- Develop knowledge and skills related to assessment and about assessment for the purposes of targeting appropriate interventions
- Develop skills in conducting case conceptualizations

Textbooks & Readings:***Required for PAES 879:***

- Hale, J. B. & Fiorello, C. A. (2004). *School Neuropsychology: A Practitioner's Handbook*. New York, NY: The Guilford Press.
- Miller, D. C. (2007). *Essentials of School Neuropsychological Assessment*. Hoboken, NJ: John Wiley & Sons, Inc.
- *Supplemental readings will periodically be posted on Carmen or handed out in class as a part of readings for the week.

Recommended:

- D'Amato R. C., Fletcher-Janzen, E., & Reynolds, C. R. (Eds.). (2005). *Handbook of School Neuropsychology*. Hoboken, NJ: Wiley.
- Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2007). *Essentials of Cross-Battery Assessment, Second Edition*. Hoboken, NJ: John Wiley & Sons, Inc
- Pinel, J. P. J. & Edwards, M. (1997). *A Colorful Introduction to the Anatomy of the Human Brain: A Brain and Psychology Coloring Book*. Allyn & Bacon.
- Diamond, M. C. & Scheibel, A. B. (1986). *The Human Brain Coloring Book*. Collins.
- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-TR-IV)*.

Students' Rights:

Students with special needs that affect their ability to participate fully in the class or to meet all course requirements should bring this to the instructor's attention so that appropriate accommodations can be arranged. University recognized accommodations (ADA accommodations) will be provided only for students who have a formal relationship with the Office for Students with Disabilities. Requesting for these accommodations is the sole responsibility of the student. As an instructor, I will make every effort to address the special needs of students while maintaining the integrity of the learning experience.

Academic Integrity:

The School of Physical Activity and Educational Services has set forth clear policies and procedures regarding academic misconduct. These procedures can be found in the program handbook on the PAES website, and students are expected to read and follow these policies. All projects and tests will represent your own work unless otherwise specified. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy. For additional information, see the Code of Student Conduct). http://studentaffairs.osu.edu/resource_csc.asp

Attendance:

Class attendance is mandatory. Students are expected to contact the instructor *prior* to an absence except in the case of an emergency. Deductions in a student's final grade due to absences are at the discretion of the instructor. Students are also expected to be punctual and complete all assignments on time. Late assignments must be discussed with the instructor. The instructor reserves the right to deduct points for late assignments and/or return papers at the instructor's convenience. Incompletes will be given *only* when discussed with the instructor at least one week prior to the due date for the last assignment. Incompletes will be given for uncontrollable extenuating circumstances only. Students are encouraged to discuss class difficulties with the instructor as soon as possible.

Diversity Statement:

The National Association of School Psychology (NASP), the American Psychological Association (APA), and the American Counseling Association (ACA) have explicit policies regarding issues related to race, gender, class, sexual orientation, disability, religion, etc. You may find this information in the APA publication manual, standards and ethics for each organization, and on the organizations' respective home pages. In this class, you will be expected to reflect the standards and ethics of your profession. Any use of written or verbal language should be consistent with that specified by NASP, APA, and ACA. These policies should also be reflected in your conceptualization of client needs, interpretation and use of assessment results, critical analysis of assessment tools, and creation of services provided to clients. You will be evaluated accordingly on these skills.

The School of Physical Activity and Educational Services (PAES) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Professional Statement:

As graduate students and future professionals in the field of psychology and for most, school psychology, you are required to obtain competencies in numerous areas including writing skills, presentation skills, clinical skills, and research skills. Standards for this class are compatible with professional standards. You are expected to have a good understanding regarding ethics and standards set forth by the American Psychological Association and the National Association of School Psychologists. Your behavior and performance in this class must be consistent with the expectations set forth by the School Psychology Program Contract. You will be evaluated on various skills that are necessary to being a professional and competent psychologist. In addition to academic skills, and academic behaviors, you will also be evaluated on your professional judgment. Although there is no separate point allotment for professional conduct, your grade and success in this class can be influenced by poor professional judgment and conduct, and by poor academic performance and behaviors. These behaviors include, but are not limited to, working well with other professionals, other students, and clients, meeting deadlines for the class, dressing appropriately when working in the schools, and representing the school psychology program and the department in a professional manner. You are expected to behave like a professional and to engage in self-regulated learning while in this class. The instructor has the right to deduct points on an individual assignment or a final grade for unprofessional or unethical behavior of any kind. Depending on the severity of the violation, additional consequences may also be pursued.

Students' Rights:

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first ***to the supervising instructor***, then to the chairperson of the assistant's department.

Technology Statement:

To be consistent with professional standards, students maybe expected to demonstrate certain technological skills in this class. These skills include using e-mail, searching the internet, and understanding basic word processing and power point. Students will also be expected to have e-mail accounts and access the school psychology list serve on a regular basis. Much of the out-of-class communication with students is done via Carmen or e-mail. And students may also be required to download Word and Power Point documents for class.

Tentative Course schedule

DATE	TOPIC	READINGS / ASSIGNMENT DUE
Week 1	Course Overview; Introduction to the Biological Bases of Behavior and School Neuropsychology; Video: <i>The Secret Life of the Brain: The Baby's & Child's Brain</i> (PBS)	Review Syllabus Introduction to the Course PBS Movie
Week 2	Quiz Brain Structure and Function; Video: <i>The Secret Life of the Brain: The Child's Brain</i> (cont.)	Hale & Fiorello Ch. 2 Pinel & Edwards Quiz *Choose readings for Reaction Papers
Week 3	Brain Structure and Function; Neurotransmitters	Hale & Fiorello Ch. 2; Articles Pinel & Edwards
Week 4	Biological Basis of Behavior: Learning Disorders; Video: <i>The Secret Life of the Brain: The Child's Brain</i> (LDs)	Hale & Fiorello Ch. 5; Articles Pinel & Edwards *First Reaction Paper due – Learning Disorders
Week 5	Biological Basis of Behavior: Learning Disorders	Hale & Fiorello Chs. 6; Miller Ch. 7 *Midterm due by midnight Fri.
Week 6	Biological Basis of Behavior: Learning Disorders Class Presentations (2)	Hale & Fiorello Ch. 7; Miller Ch. 9 *Second Reaction Paper due – Psychopathology: ADHD
Week 7	Biological Basis of Behavior: Psychopathology (ADHD) Class Presentations (2)	Hale & Fiorello Ch. 8; Miller Chs. 6 & 10 *Second Reaction Paper (2nd option) due – Psychopathology: ASD
Week 8	Biological Basis of Behavior: Psychopathology (Autism Spectrum Disorders) Class Presentations (2)	Hale & Fiorello Ch. 8; Miller Ch. 5 & 8
Week 9	Traumatic Brain Injury; Neuropsychological Assessment: Part I	Hale & Fiorello Chs. 1 & 3; Miller Ch. 3
Week 10	Neuropsychological Assessment: Part II	Hale & Fiorello Ch. 4; Miller Ch. 4 Final due by midnight Fri.
Week 11	Finals Week	

The instructor reserves the right to modify the schedule in order to meet student needs. In the event that a scheduling change will occur, the class will be notified in advance.

Course Requirements/Evaluations

*NOTE: Information about assignments is presented in brevity here. Additional information (as necessary) will be posted on Carmen. Specifically, assignment rubrics will be available on Carmen.

1. **In Class Activities/Participation:** Students will occasionally be given a small group or individual assignment during class that will focus on applying the readings/class information due that day. Active participation is required. If a student is absent for that session, it will be incumbent upon them to check with the instructor about making up missed information.
2. **Reaction Papers:** Students will complete *two separate reaction papers* during this course. The chosen readings will be selected during the second class meeting. Papers should be at least two pages long (typed, double-spaced, APA format with regards to citations and references). The application (iii) portion of the paper should be at least one full page. Reaction papers will be due the week before the topic is discussed in class, this will allow time to incorporate questions into the lecture and discussion.
 - a. The first reaction paper will cover a chapter from Hale & Fiorello (Ch. 5, 6, or 7) related to the neuropsychology of learning disorders.
 - b. The second reaction paper will cover Ch. 8 from Hale & Fiorello and a selected article from the readings related to the neuropsychology of psychopathological issues in children.
 - c. Each **reaction paper will include the following:**
 - i. Two new pieces of information that you learned from the chapter (above and beyond what was learned in previous classes).
 - ii. Two questions that you have about, or inspired by, the chapter or article you read.
 - iii. A description of how you, *as a practicing school psychologist*, could apply the information learned from that chapter or article. This should be written in first person. Be specific in discussing how the practices discussed in the chapter or article could be applied, in light of the various roles and functions of the school psychologist.
3. **Class Presentation:** You will sign up for a small group presentation on a topic chosen from the list below. Each group will provide a PowerPoint presentation and will give a handout of the presentation to the instructor and fellow classmates. The presentations should last approximately 30-40minutes.
 - a. Topics include:
 - i. Brain Tumors / Childhood Cancer
 - ii. Seizure Disorders
 - iii. Childhood Leukemia
 - iv. Down Syndrome
 - v. Pediatric HIV
 - vi. Spina Bifida
 - vii. Other (topic MUST be approved)
 - b. The group **presentation must include the following information:**
 - i. List of symptoms and features (primary and/or associated) of the disorder/illness
 - ii. Prevalence rates (if available)
 - iii. Etiological factors (causes)
 - iv. Research (or discuss if lack of research) linking the disorder to underlying neurological dysfunction (must include journal articles)
 - v. Assessment (how is it diagnosed) – be sure to emphasize what role a school psychologist would play in this process

- vi. Medical Interventions
 - vii. Psychosocial Interventions – Emphasize the role of the school psychologist
 - viii. Conclusion – take-home points – for school psychologists (i.e., how will this information be relevant to their practice)
 - ix. Include at least 3 sources for your fellow students (e.g., websites, books, books for parents)
 - x. Reference list of at least 5 resources you used to gather information
 - c. The week before your presentation, you will select one empirically-based reading from the literature and will provide a copy to the instructor. This reading will be posted on Carmen for your classmates.
 - d. You must have **at least one creative element** in how you present your topic that encourages class interaction and engagement. For example, you can incorporate an activity, develop mnemonics for key information, incorporate a game, etc. The key is for you to engage your classmates in an interactive format. The creative element you incorporate is up to you.
4. **Midterm:** This will cover the material discussed in class as well as the reading assignments. The midterm will be created on-line and will be taken through Carmen. It will be multiple-choice format. Students will have a two-day window for taking the test, but once a test is begun, a specified amount of time will be allowed. The test is open-book, but **must be completed individually**. The midterm time frame will open on Wednesday afternoon and will be closed (due at the latest) on **midnight of Friday**. Keep in mind, this means you will need to start before midnight!
5. **Final:** The final will cover material learned after the midterm and will include information discussed in class as well as the reading assignments. The format will be similar to the midterm (see above). The final will open Wednesday and will be closed on **midnight Friday**.

GRADING PROCEDURES:

In-class Activities & Participation	5%	10 points
Reaction Paper 1	10%	20 points
Reaction Paper 2	10%	20 points
Class Presentation	25%	50 points
Midterm	25%	50 points
Final	25%	50 points
Total	100%	200 points

Grading Scale:

A 93-100%	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	E 59% or less

Missed Exams/Quizzes:

Proof of an emergency will be required to make-up a missed exam the midterm or final. An alternate exam will be given. Quizzes and in-class activities cannot be made up. An extra-credit alternative will be given to earn points for quizzes and missed in-class activities. This will be related to missed course content and guidelines will be provided on Carmen.

NOTE: If expectations or requirements seem unclear, it is your responsibility to ask questions and/or to meet with the instructor. You may schedule an appointment to discuss your performance or other concerns at any time. Email or call the instructor to schedule an appointment.

School of Physical and Educational Services (PAES)
The Ohio State University
PAES 857
Assessment of Cognitive Ability I
(G) 03 Credits
Instructors: Laurice M. Joseph, Ph.D Associate Professor
Email: joseph.21@osu.edu
Voice: 614-688-4992
PAES
Becky Schisler, M.A. Graduate Teaching Assistant
Email: schisler.17@osu.edu
Cell: 614- 580-7167

School Psychology Program Mission Statement The foundation for the school psychology program at the Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem-solvers. The program has a commitment to diversity at the research, training, and service levels.

Description/Rationale:

Cognitive ability refers to the mental coding and problem solving functions of the human mind. The complex nature of the human mind makes the study of cognitive functions fascinating and challenging. This course is based on the scientist-practitioner model of psychological practice. It is within that framework this course seeks to prepare graduate students in school psychology, psychology, and related disciplines (as appropriate) to administer, score, interpret, and critically appraise cognitive ability measures.

Knowledge, skills, and dispositions:

1. Students will become knowledgeable about various models and theories of intelligence and or cognitive abilities.
2. Students will gain an understanding about how theoretical constructs are operationalized into specific scales and items on cognitive ability tests.
3. Students will gain competencies in administering, scoring, and interpreting cognitive ability tests through administration and scoring examinations and through simulated and actual written case study assignments.
4. Students will become aware about the potential uses and limitations of cognitive ability tests including issues of test bias.

5. Students will be able to gain an understanding of psychometric properties including reliability and validity aspects of tests.
6. Students will become familiar about various types of test scores such as raw scores, standard scores, percentile ranks etc.
7. Student will learn how to interpret intraindividual differences across performance on subtests within any given test which translates into determining strenghts and weaknesses within any given cognitive ability measure using ipsative (subtest score scatter analysis) as well as scale score comparisons and comparisons between scores on one test battery to scores on other tests.
8. Students will learn to write psychological reports in which interpretations of performance on cognitive measures are presented in a conceptual manner rather than test or score focussed, although scores will be reported and interpreted within psychological reports.
9. Students will become familiar with various profiles of test performance that generally occur with students with disabilities such as learning disabilities and mental retardation.
10. Students will learn tips for presenting information to parents, teachers and other interested stakeholders.

Student Outcomes:

Upon completion of this course, students will have acquired competencies in the following areas:

2. Students will be able to grasp similarities and distinguish among various theoretical models of intelligence or cognitive ability through a test given during class time..
3. Students will demonstrate knowledge of the uses and misuses of assessment information.
4. Students demonstrate an understanding of psychometric properties of test construction including various types of reliability and validity through a test that will be taken during class time.
5. Students will demonstrate an understanding of various test scores through a test that will be taken during class time.
6. Students will be able to distinguish a theoretical construct from an operational one through a test given during class time.
7. Students will be able to administer, score, and interpret cognitive ability measures.
8. Students will learn tips about establishing rapport with examinees before beginning administration of tests.
9. Students will demonstrate the use of ipasative and other types of scale score comparisons within a given test as well as across measures for the purposes of identifying intraindividual differences in performance within a measure and across measures through in class assignments and through their written case study psychological reports.
10. Students will write psychological reports in which the content is presented in a conceptual manner. In other words, test scores will be reported but reported within a conceptual framework in terms of understanding the meaning of the scores.

11. Students demonstrate tips for presenting results to parents, teachers and other interested stakeholders through in class role playing activities.

Off-campus Field Experience: There are no off campus field experiences related to this course with the exception of spending at least one session with a practitioner in the field and observing them administer a cognitive ability measure such as the WISC-IV..

Diversity The experiences and skills students will gain in this course will enhance their awareness of the diverse needs of individual pupils. The course is tailored to meet the individual needs and to facilitate learning of all students.

Technology: Students in this course are expected to have technological skills that make communication between instructor and students efficient. This includes the use developing charts and tables to present test data.

Course Topics

Outside Class Assignments

Week 1: What is Assessment? Introduction to the concept of intelligence. Measurement Concepts Best Practices of Assessment Begin to review test manuals that will be used for this class (e.g., WISC-IV, PPVT-III, WIAT-II, NNAT/TONI) and examine psychometric properties.	1. Sattler (2001) Assessing Children. Ch. 1-3 2. Neisser et al. (1996) 3. Brody (1997) 4. Sattler (2001) Assessing Children Ch. 4-6 5. Reschly & Grimes (2002) Test Manual Exercise Due Week 3
Weeks 2 Establishing testing rapport, Introduction to WISC-IV Administration	1. WISC-IV Manual 2. Sattler (2001) Ch. 7
Weeks 3 WISC-IV Administration and Scoring	Test Manual Exercise Due
Week 4 & 5 WISC-IV Scoring and Interpretation	1. WISC-IV Manual 2. Scoring Practice # 1 Due Week 4 3. Practice Reports Activity Week 4 & 5 4. Scoring Practice # 2 Due Week 5
Week 6: WISC Interpretation continued NNAT, TONI, PPVT	1. WISC-IV Manual 2. NNAT manual 3. PPVT-III manual 4. TONI manual 2. Sattler (2001) Chapter 21 Scoring Practice # 3 Due Week 6 Week 6 Practice Administration Comp with WISC-IV (outside of class) First Simulated Report Due
Week 7 WISC-IV Scoring Competency Exam	1. WIAT-II Scoring Practice # 4 Due
Week 8 & 9 WIAT Administration, Scoring, and Interpretation	Week 8 Second Simulated Report Due Week 8 WISC-IV Administration Competency Exam Outside of Class Time.
Week 10 Evaluating Special Populations Legal and Ethical Issues	1. Sattler (2001) Ch. 19 & 20. 2. NASP (2002) Legal and Ethical Practices Examining Hypothetical Profile Exercise
Week 11 No class Finals Week	Final Report Due Tues

Course Requirements

1. Attend class regularly and participate in weekly discussions and in-class and homework assignments.

Attendance is crucial in this class and failure to regularly attend may result in not being able to fulfil competency objectives.

2. Test Manual Exercise (found in course packet in week 1). You are complete the questions pertaining to the WISC-IV and one of the other assessments (either the PPVT-III, WIAT-II, NNAT, or TONI). There are two sets of forms in your course packet for completing these. Please use the respective test manuals to respond to questions about psychometric properties.
3. Complete a WISC-IV Administration Competency Exam.
4. Complete a scoring competency exam on the WISC-IV
5. Complete first simulated psychological report based on the results of the WISC IV.
6. Complete second simulated psychological report based on the WISC-IV, PPVT-III, NNAT or TONI, and WIAT-II
7. Complete final third psychological case study report based on the results of the WISC-IV, PPVT-III,, NNAT or TONI, and WIAT-II. You will need to find a child to assess for this assignment.

Please see samples of reports in back of course packet.

Please see guidelines for organizing your report attached and the rubrics for evaluating the reports attached to the syllabus.

Method of Evaluation

Class participation on in class assignments	10 points
Competency Exam on WISC IV	50 points
WISC-IV Scoring Competency Exam	50 points
Simulated Psychological Report # 1	20 points
Simulated Psychological Report # 2	30 points
Final Psychological Case Study Report	40 points
Total	200 points

Grades:

A=	185-200 points
A-=	175- 179 points
B+=	165-269 points
B=	160-164 points
B- =	155-159 points
C+ =	150-154 points
C=	145-149 points
D	140-144 points
E	Below 140

Required Textbooks

1. Title: Essentials of WISC-IV Assessment

Authors: Dawn Flanagan, Alan S. Kaufman
Year: 2004
Publisher: John Wiley & Sons
ISBN# 0-471-47691-9

2. Title: Assessment of Children: Cognitive Applications (4th Edition)
Author: Jerome Sattler
Year: 2001
Publisher: Jerome M. Sattler, P. O Box 3557 San Diego, CA 91944-3557.
Email: www.sattlerpublisher.com
ISBN: 0-9618209-7-7

Required Course Packet from Grade A Notes

Required Journal Article Readings found in Coursepacket from Grade A Notes

Braden, J. (1997). The practical impact of intellectual assessment issues. *School Psychology Review*, 26, 242-248.

Brody, N. (1997). Intelligence, schooling, and society. *American Psychologist*, 52, 1046-1050.

Kranzler, J. H. (1997). Educational and policy issues related to the use and interpretation of intelligence tests in the schools. *School Psychology Review*, 26, 150-162.

NASP (2002) NASP principles for professional ethics In A. Thomas & J. P. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1615-1636). Washington, DC: National Association of School Psychologists.

Neisser, U., Boodoo, G., Bouchard, T. J., Boykin A. W., Brody, N., Ceci, S. J., Halpern, D. F., Loehlin, J. C., Perloff, R., Sternberg, R. J., & Urbina, S. (1996). Intelligence: Knowns and unknowns. *American Psychologist*, 51, 77-101.

Reschly, D. J. & Grimes, J. P. (2002). Best practices in intellectual assessment. In A. Thomas & J. P. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1337-1350). Washington, DC: National Association of School Psychologists.

Academic Dishonesty

To be successful in this course, a student must invest a large amount of work and study throughout the quarter. Unfortunately, a small number of students do not allow themselves the time necessary to prepare adequately to meet the course requirements. Please be assured and forewarned that cheating will be not been tolerated in this course. All cases of confirmed or suspected academic dishonesty will be referred to the University Committee on Academic Misconduct. This action is required of all instructors as outlined in the Faculty Handbook. Regarding the consequences of being found guilty of dishonest academic practice, the Ohio State University Bulletin states that “the student will generally be denied credit for the course and could be subject to suspension or dismissal from the University.”

If I can be of assistance to you with respect to increasing or improving your knowledge of the content associated with this course, do not hesitate to contact me. Do not wait until the 11th hour to seek assistance.

School of Physical and Educational Services (PAES)
The Ohio State University
PAES 858 and 859
Assessment of Cognitive Ability II and Academic Achievement
(G) 03 Credits each equals a total of 6 credits

Instructor: Laurice M. Joseph, Ph.D.
Associate Professor of School Psychology
PAES
288B Arps Hall
(614) 688-4992
email: joseph.21@osu.edu

School Psychology Program Mission Statement The foundation for the school psychology program at the Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem-solvers. The program has a commitment to diversity at the research, training, and service levels.

Description/Rationale:

The complex nature of the human mind makes the advanced study of cognitive functions and academic achievement fascinating and challenging. In recent years, scholars who are also test developers have advanced the assessment of cognitive functioning and academic achievement. They have done so in the form of assessing processes that have not been tapped by the more traditional methods of assessing intelligence and academic achievement. New instruments have also been developed based on underlying theories of psychology, child development, academic learning, and physiological bases of behavior. These alternative tools used to assess intelligence and academic achievement requires advanced skills and an understanding of theoretical perspectives by school psychologists and related discipline professionals. This course is based on the scientist-practitioner model of psychological practice. It is within that framework this course seeks to prepare graduate students in school psychology, psychology, and related disciplines (as appropriate) to administer, score, interpret, and critically appraise newly developed cognitive ability and academic achievement measures that purports to advance our understanding about intelligence and academic achievement.

Knowledge, Skills and Dispositions

This course is designed for students who want to develop competencies associated with:

1. Exploring the multiple purposes for assessing academic achievement including diagnostic purposes for receiving special services.
2. Becoming familiar with classroom observation procedures
3. Becoming familiar with various diagnostic standardized norm-referenced measures of academic achievement for children who are suspected of a disability.
4. Becoming familiar with other diagnostic measures of academic achievement such as curriculum-based assessment for children who are suspected of a disability.
5. Becoming familiar with assessments aimed at assessing the instructional environment such as teacher and student interviews as well as classroom observations of students engaged in academic lessons for children who are suspected of a disability.
6. Gaining skills in administering, scoring, and interpreting various diagnostic measures of academic achievement for children who are suspected of a disability.
7. Examining common and unique diagnostic patterns of performance of youngsters and being able to integrate information gathered on youngsters to make differential diagnosis of disabilities.
8. Becoming aware of issues of diversity and test bias associated with the use of academic achievement measures.
9. Gaining skills in the use of the Federal and State criteria for assessing and diagnosing children of various suspected disabilities.
10. Students will become knowledgeable about various advanced models and theories of intelligence and or cognitive abilities.
11. Students will gain an understanding about how theoretical constructs are operationalized to specific scales and items on advanced cognitive ability tests.
12. Students will gain competencies in administering, scoring, and interpreting advanced measures of cognitive ability.
13. Students will become aware about the potential uses and limitations of advanced measures of cognitive ability including issues of test bias.
14. Students will examine various cognitive ability measures and will be able to critically appraise measures of cognitive ability through an understanding of theoretical perspectives and knowledge about psychometric properties including reliability and validity.
15. Students will gain knowledge about how information from cognitive ability tests coupled with other assessment information can be used to design cognitive interventions.
16. Writing psychological reports that include multiple assessment components.
17. Students will be introduced to Response to Intervention Models of practice
18. Students will be introduced to the DIBELS

Student Outcomes:

Upon completion of this course, students will have acquired competencies in the following areas:

1. Complete Observation procedures
2. Administer, score, and interpret various academic achievement tests to aid in determination of a disability.
3. Administer, score and interpret teacher and student interviews, as well as direct observations of students to aid in determination of a disability.
4. Apply the direct assessment model to individual child study cases that will be completed during this course to aid in determination of a disability.
5. Awareness and application of issues surrounding test bias of academic achievement measures to aid in determination of a disability.
6. Using federal and state criteria for assessing children suspected of a disability.
7. Distinguishing individuals with disabilities through differential diagnosis practices.
8. Students will be able to grasp similarities and distinguish among various theoretical models underlying advanced intelligence or cognitive ability measures..
9. Students will be able to administer, score, and interpret some of the major advanced tests of cognitive ability such as the Cognitive Assessment System, the Differential Ability Scales, and Test of Nonverbal Intelligence.
10. Students will demonstrate knowledge of the uses and misuses (test bias) of assessment of advanced cognitive functioning.
11. Students will understand psychometric properties of test construction including various types of reliability and validity.
12. Students will apply ipsative analysis regarding profiles of performance so they are able to detect strengths and weaknesses within a scale.
13. Students will apply regression based and discrepancy based formulas to detect discrepancies between performance on one measure and performance on another measure.
14. Students will learn to integrate multiple sources of data and detect similar patterns of performance as well as differences in performance.
15. Students will be able to make critical choices about the assessments they are using with various clientele.
16. Students will be able to link assessment information to designing cognitive interventions.
17. Being able to critically examine criteria for the diagnosis of suspected disabilities.
18. Being able to write psychological reports that include components of academic achievement as well as cognitive ability assessment information. This includes the ability to integrate information gathered on youngsters.
19. Become aware of Response to Intervention Models of practice
20. Become familiar with DIBELS assessment tool

Off-campus Field Experience: There are no off campus field experiences related to this course.

Diversity The experiences and skills students will gain in this course will enhance their awareness of the diverse needs of individual pupils. The course is tailored to meet the individual needs and to facilitate learning of all students.

Technology: Students in this course are expected to have technological skills that make communication between instructor and students efficient. This includes the use of email and accessing web-based information. Students are also required to use technology in their assignments such as the use of software to create tables, charts, graphs etc. and the use of power-point slide presentations and other tools to enhance the delivery of their presentations.

Session # 1 Introduction to the future of IQ testing/CAS : theory behind the CAS	Grade A Notes Course Packet Readings for Session 1
Session # 2: Introduction to CAS components (administration and scoring) Theory behind the CAS	Naglieri & Das (1997), CAS Test Manual Naglieri (1999) <i>Essentials of CAS. Ch. 1</i> Course packet readings session 2
Session # 3 Validity of CAS	Naglieri & Das (1997), CAS Test Manual Naglieri (1999) <i>Essentials of CAS</i> Course packet readings session 3
Session # 4 Interpreting the CAS	Naglieri & Das (1997), CAS Test Manual Naglieri (1999) <i>Essentials of CAS</i> Course packet readings session 4
Session # 5 The use of the CAS with children with Exceptionalities	Course packet readings session 5 Naglieri (1999) <i>Essentials of CAS</i>
Session # 6 CAS and interventions	Naglieri, & Pickering (2003) Naglieri (1999) <i>Essentials of CAS</i> Course packet readings session 6
Session # 7 CAS scoring comp exam	CAS Test Manual
Session # 8 DAB-3 group presentation	DAB-3 Test Manual Course packet readings session 8
Session # 9 CTOPP (Phonological Processing)	CTOPP Test Manual Course packet readings session 9
Session 10 Group Presentations on KTEA-II	<u>Simultated Psychological Report # 1 Due</u> KTEA-II Test Manual Course packet readings session 10
Session # 11 KABC-II Administration and Scoring	KABC-II manual Course packet readings session 11
Session 12 KABC-II Interpretation	KABC-II manual Course packet readings session 12

<u>Session 13</u> <u>Diagnosing disability</u>	<u>ODE Standards Course packet readings</u> <u>session 13 Course packet notes and Brown-</u> <u>Chidsey & Steege book (this will also be</u> <u>used in the linking assessment to</u> <u>intervention class—but wanted to give you</u> <u>a head start with the content.</u>
<u>Session 14 Examining profiles</u> KBIT and KAIT	<u>Course packet readings session 14</u> <u>Simulated Psychological Report 2 due</u> <u>MFE Exercise in class</u>
<u>Session 15: KABC -II Scoring Comp</u>	<u>KABC-II manual</u>
<u>Session 16 Woodcock Johnson cognitive</u>	
<u>Session 17 Woodcock Johnson</u> <u>achievement</u>	<u>Psychological Report # 1 Due</u>
<u>Session 18 Response to Intervention</u> <u>Session 19 DIBELS</u> <u>Session 20 Examining Profiles</u> <u>Key Math , Reading Mastery</u> <u>Have a Terrific Summer!!!!</u>	<u>Course packet readings</u> <u>Course packet readings</u> <u>Psychological Report # 2 Due</u>

Course Requirements

1. Attend class regularly and participate in weekly discussions and in-class assignments. Attendance is crucial in this class and failure to regularly attend may result in not being able to fulfil competency objectives.
2. Administer and score tests.
3. Complete practice scoring exercises.
4. Complete a scoring competency examination on the CAS and KAB-II
5. Complete two simulated psychological case reports based on the results from various measures
6. Complete a group presentation on either the KTEA-II or WIAT-II
7. Complete two psychological case reports based on the results from various measures administered.
8. Complete an in class MFE exercise
9. Complete an individual case study presentation

Method of Evaluation

✓ Attendance, Class participation on in class assignments	10 points
✓ CAS Scoring Competency Exam	20 points
KABC-II Scoring Competency Exam	20 points
✓ Simulated Psychological Case Report #1	20 points
Simulated Psychological Case Report # 2	30 points
Psychological Case Report #1	30 points
✓ Group Assessment presentation report	30 points
Psychological Case Report # 2	30 points
MFE Report Exercise	10 points

Total 200 points

Grades:

A= 180- 200 points
 A-= 170-179 points
 B+=160-169 points
 B= 150-159 points
 B- =140-149 points
 C+ =130-139 points
 C= 120-129 points
 C- 110-119 points
 E Below 80.

Required Textbooks

Naglieri, J. A. (1999). *Essentials of CAS assessment*. New Jersey: John Wiley & Sons.
Naglieri J. A. & Pickering, E. (2003) *Helping Children Learn : Intervention handouts for use in school and at home*. Baltimore, MD : Brookes Publishing

Brown-Chidsey R. & Steege, M. (2005) *Response to Intervention: Principles and Strategies for Effective Practice*. Guilford Press

Other Required Readings:

- Braden , J. (1997) The practical impact of intellectual assessment issues, *School Psychology Review*, 26, 242-248.
- Flannagan, D & Ortiz, S. (2002) Best practices in intellectual assessment: Future Directions. In A. Thomas & T. Grimes (Eds). *Best practices in school psychology*, 1351-1370,
- Joseph, L.M. (1999) Intelligence, Intelligence Testing, and The CAS, *Communique*, 39-42.
- Joseph, L. M. McCachran, M., & Naglieri, J. A. (2003) PASS cognitive processes, phonological processes, and basic reading performance for a sample of referred primary-grade children. *Journal of Research in Reading*, 26, 304-314.
- Kaminski, R. A. & Good, R. H. III (1996). Toward a technology for assessing basic literacy skills, *School Psychology Review*, 25, 215-227.
- Kaufman, A. S. (2000) Intelligence Tests and School Psychology: Predicting the future by studying the past. *Psychology in the Schools*, 37, 7-16.
- Kranzler, J. H. (1997). Educational and policy issues related to the use and interpretation of intelligence tests in the schools. *School Psychology Review*, 26, 150-162.
- Kranzler, J. H. & Keith, T. Z. (1999). Independent confirmatory factor analysis of the cognitive assessment system (CAS): What does the CAS measure? *School Psychology Review*, 28, 117-144.
- Naglieri (1999). How valid is the PASS theory and CAS? *School Psychology Review*, 28, 145-162.
- Naglieri, J. A. (2002). Best practices in interventions for school psychology: A cognitive approach to problem-solving. In A. Thomas & J. Grimes *Best Practices in School Psychology IV*. Bethesda, MD: The National Association of School Psychologists.
- Naglieri, J. A. & Das, J. B. The cognitive assessment system interpretive handbook. Itasca, IL: Riverside publishing company.
- Naglieri, J. A. (1989). A cognitive processing theory for the measurement of intelligence. *Educational Psychologist*, 24, 185-206.
- Pfeiffer, S., Reddy, L. A., Kletzel, J. E., Schmelzer, E. R., & Boyer, L. M. (2000). The practitioner's view of IQ testing and profile analysis. *School Psychology Quarterly*, 15, 376-385.

Academic Dishonesty

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themselves the time necessary to prepare adequately to meet the course requirements. Please be assured and forewarned that cheating will be not been tolerated in this course. All cases of confirmed or suspected academic dishonesty will be referred to the University Committee on Academic Misconduct. This action is required of all instructors as outlined in the Faculty Handbook. Regarding the consequences of being found guilty of dishonest academic practice, the Ohio State University Bulletin states that "the student will generally be denied credit for the course and could be subject to suspension or dismissal from the University."

If I can be of assistance to you with respect to increasing or improving your knowledge of the content associated with this course, do not hesitate to contact me. Do not wait until the 11th hour to seek assistance.

Attendance

Attendance in this class is very critical as information presented and activities in class are pertinent to practicing in the field of school psychology. Much of class time is spent helping students develop professional skills that will lead to competence in school psychology practice. The sensitive nature of administering, scoring, and interpreting assessments is one of those skills. Absence from class should be due to an emergency situation and you must inform the instructor if an absence is necessary due to unforeseen circumstances. Otherwise, absences from this class will not be excused and may result in a lowered grade for the course.

Assignments

CAS scoring competency exam: You are to score a protocol with responses on it using the CAS scoring manual and other sources. This will be completed in class.

KABC-II scoring competency exam: You are to score a protocol with responses on it using the CAS scoring manual and other sources. This will be completed in class.

Simulated Psychological Case Report # 1. This report will include a synthesis of results from background information, classroom observation data, teacher and student interview data, CAS and DAB-III, and other assessment information. The data will be given to you in class and you will write a report based on this simulated data.

Simulated Psychological Case Report #2: This report will include background information, classroom observation data, teacher and student interview data; KABC-II, KTEA-II & CTOPP

Psychological Case Report # 1. You will be expected to find a child or adolescent to evaluate. You will be expected to obtain background information from parent, conduct student interview, record testing observations, administer, score and

interpret the CAS or KABC-II, administer, score, and interpret your choice between the DAB-III, KTEA-II, and the WIAT-II, write a summary paragraph and provide a list of recommendations.

Psychological Case Report # 2 You will be expected to find a child or adolescent to evaluate. You will be expected to obtain background information from parent, conduct student interview, record testing observations, administer, score, and interpret your choice between the CAS, KABC-II, DAS, your choice between the DAB-III, WIAT-II, KTEA-II; write a summary paragraph and provide a list or recommendations.

**Consult the back of the Grade A notes course packet for samples of psychological reports. Remember that these reports are designed to get you started as they are of minimal quality.*

Complete an In Class MFE Exercise: Review an MFE report and respond to questions in a small group pertaining to the information in the report.

Group Presentation of Achievement Tests You will be divided up into groups to present one of two achievement tests (KTEA-II or DAB-III) to obtain skills in training on the administration, scoring and interpretation of an assessment instrument. Within your group designate who will present on the reading subtests, who will present on the math subtests, who will present on oral expression subtests, who will present on written expression subtests, and who will present on listening comprehension subtests, who will present on phonological awareness subtests etc.. Make the presentations interactive and involve the audience in some manner. Create handouts of your presentation for everyone.

Note: Other Assignments and Activities will be completed in class or outside of class and will be used to illustrate points made in the lectures. These will constitute your class participation grade.

Psychological Case Reports

1. Background Information

2. Student Interview

3. Testing Observations

4. Cognitive Assessment:

This will either be the CAS or KABC-II depending on which report assignment.
Remember for your description should begin with a brief introduction of the measure including a discussion of standard scores and what they are based on.
The introduction can be followed by a discussion about the Full Scale Score (this can also be placed at the end of this section).
Write a separate paragraph for each of the main Scales and describe strengths and weaknesses of subtest performance within each of the main Scales. Describe strengths and weaknesses of students performance on one main scale compared to their performance on another main scale.

5. Academic Achievement

~~CTOPP~~

~~Provide a brief introduction to the scale.~~
~~Describe the students performance on all the scales.~~

. DAB-3, WIAT-II, or KTEA.

Provide a brief introduction to the scale
Write a separate paragraph for the following areas: Reading, Math, Written Expression, Oral Expression, Listening Comprehension.
Within the Reading and Math paragraphs describe scores for Reading Comprehension, Reading Decoding (Basic Reading Skills), Math Calculation, and Math Reasoning
You may provide a paragraph about the overall achievement score but this is not necessary.
Connect results to cognitive ability results

6. Summary

Briefly summarize, highlighting what is in each section.

7. Recommendations

Provide a list of recommendations that correspond to areas of need addressed in the report.

School of Physical Activity and Educational Services (PAES)
The Ohio State University
EDU PAES 860

Linking Assessment to Intervention

Instructor: Laurice M. Joseph, Ph.D.
Assistant Professor of School Psychology

PAES
288B Arps Hall
(614) 688-4992

email: joseph.21@osu.edu
Office hours: by appointment

School Psychology Program Mission Statement: The foundation for the school psychology program at the Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem-solvers. The program has a commitment to diversity at the research, training, and service levels.

Rationale:

Assessment is not viewed as a means to an end, but rather as a means for gathering information to create positive outcomes for students enrolled in our nation's schools. For the purpose of this course, assessment means participating in data-based collection activities to target specific academic skills, to design interventions, to implement interventions, and to monitor the effectiveness of interventions. While interventions are implemented and monitored, continuous data-collection activities are taking place. Continuous assessment on student performance occurs while interventions are being implemented so that decisions can be made about the effectiveness of the interventions. This course is based on the scientist-scholar-practitioner model of psychological practice. It is within this framework this course seeks to prepare graduate students in school psychology and related disciplines to conduct assessments that are linked to targeting interventions, to implement interventions, and to engage in continuous progress monitoring of student performance.

Relationship to Other Courses/Curricula: This course is not related to other courses of other academic units in the College and across campus.

Knowledge, Skills, and Dispositions

1. Students will become knowledgeable about the importance of assessing for the purposes of targeting specific academic skills and implementing appropriate interventions.
2. Students will become knowledgeable about behavioral principles undergirding the process of linking assessment to intervention.
3. Students will become knowledgeable and will be asked to apply functional analysis procedures for the purposes of evaluating the effectiveness of an intervention on academic performance.
4. Students will become knowledgeable about various single subject experimental designs that are used to conduct a functional analysis of academic performance.
5. Students will be able to conduct screening instruments and curriculum-based probes designed to target specific academic skills.
6. Students will be able to implement a number of interventions in a systematic fashion.
7. Students will be able to administer ongoing systematic probes during intervention sessions to monitor performance.
8. Students will be able to evaluate the effectiveness of interventions by evaluating continuous data-based information.
9. Students will become knowledgeable and apply intervention integrity and independent observer techniques on student performance.
10. Students will be able to consult with teachers in targeting specific academic skills, implementing interventions, and administering continuous data-based measurement instruments to determine the effectiveness of interventions.

Student Competencies:

Upon completion of this course, students will have acquired competencies in the following areas:

1. Students will be able to articulate and apply the process of linking academic assessment to intervention by conducting assessments that allow one to target specific academic skills, implement interventions, conduct systematic data collection on student performance during intervention sessions, and evaluate the effectiveness of interventions based on student performance data.
2. Students will be able to consult with teachers about the processes of targeting specific academic skills, implementing interventions, and evaluating the effectiveness of interventions.
3. Students will conduct a literature search and document studies that demonstrate the effectiveness of an intervention.
4. Students will prepare and deliver class presentations about evidence-supported intervention techniques.
5. Students will participate in a group presentation project on the myths and realities of various academic instruction approaches.

Off-Campus Field Experiences:

Students enrolled in this course are required to complete field-experience assignments as outlined in other sections of this syllabus. Essentially, students are required to work with school personnel and the OSU instructor to complete a case study with a pupil enrolled in a public school. The goal of this activity is to provide direct services to pupils thereby enhancing the quality of instruction and experiences for graduate students in the program and facilitating collaboration between OSU and public schools in Central Ohio.

Diversity:

The experiences and skills students will gain in this course will enhance their awareness of the diverse needs of individual pupils. The course is tailored to meet individual needs and to facilitate learning of all students.

Technology:

Students in this course are expected to have technological skills that make communication between student and instructor efficient. This includes the use of email and accessing web-based information. Students are also required to use technology in their assignments such as the use of software to create tables, charts, graphs, etc. and the use of power-point slide presentations and other tools to enhance the delivery of their presentations.

Course Topics

Corresponding Readings to Topics

Week 1: Introductions, Course Procedures/Requirements, Understanding Direct Assessment (functional analysis) for Targeting Interventions Understanding and Explaining Deficits in Academic Performance	1. Ch. 1 <i>One Minute Academic Functional Assessment and Interventions</i> 2. <i>Course packet readings</i>
Week 2: Introduction about evidence-based Academic Interventions Precision Teaching General Considerations when conducting functional analysis assessment	Ch. 2 <i>One Minute Academic Functional Assessment and Interventions</i> Ch. 3 in <i>One Minute Academic Functional Assessment and Interventions</i> <i>Course packet readings</i> Gutkin (2002); Kratochwill & Stoiber (2002) Daly, Witt, Matens, & Dool (1997) Meet your case study student/conduct an interview
Week 3: Evaluating effectiveness of interventions using single subject designs Individual meetings about cases	Chs., 4, <i>One Minute Academic Functional Assessment and Interventions</i> <i>Course packet readings</i> Steege, Brown-Chidsey, & Mace (2002) <i>Best Practices in School Psychology</i> Telzrow & Beebe (2002) <i>Best Practices in School Psychology IV</i>
Week 4: General Instruction Strategies	Ch. 5 & 6 <i>One Minute Academic Functional Assessment and Interventions</i> <i>Course packet readings</i>
Week 5: Field –based activities	No regular class meeting
Week 6: Group presentation report on Myths and Realities about Word Recognition and Basic Reading Problems of Children Understanding basic literacy skills including word recognition interventions	Daly, Skinner, & Choufoleas, (2005) <i>Reading Interventions book</i> <i>Course packet readings</i> Adams & Henry (1997) <i>School Psychology Review</i> Joseph (2002a) <i>Intervention in School and Clinic</i> Joseph (2002c) <i>Best practices in planning interventions for students with reading problems</i> Joseph (1998/1999) <i>The Reading Teacher</i> Edelen-Smith (1997) <i>Intervention in School and Clinic</i>

Week 7: Exam over material from week 1 to week 5. Week 6 material will not be on exam. Consult study guide for more details.	Mastropieri & Scruggs (1998) <i>Intervention in School and Clinic</i> Swanson & De La Paz (1998) <i>Intervention in School and Clinic</i>
Week 8: Reading Comprehension intervention strategies. Demonstration of Reading Comprehension Interventions Group Presentation Report on Myths and realities about written language skill acquisition Spelling and writing interventions	Graham & Harris (1997) <i>School Psychology Review</i> Fulk & Stormont-Spurgin (1995) <i>Intervention in School and Clinic</i>
Week 9: Preparation of field-based case activities	No class session on campus
Week 10: Group Presentation: Myths and realities about math and difficulties children encounter. Demonstration of math interventions. Synthesize and summarize previous discussions on best practices for linking assessment to intervention	Fleischner & Manheimer (1997) <i>School Psychology Review</i> Group presentations reports
Week 11: Case Study Poster Presentations	Have a nice break!! Case study poster presentation and written report due

Course Requirements:

1. Attend class regularly and participate in weekly discussions and in class assignments. Attendance is crucial in this class and failure to attend may result in not being able to fulfill competency objectives.
2. Complete one case study in which you will be required to gather relevant information about a child, administer a screening instrument, administer baseline

- probes, administer probes during intervention sessions, implement interventions, and evaluate the effectiveness of the interventions.
3. Keep a weekly log that will be distributed in class and this will include the date number of contact hours spent and activity in the schools involving your case study project. These will be turned in with your written case study report.
 4. Complete a written case study report detailing the process of linking assessment to intervention. Sections of the report should include: description of the case study student, interview information, classroom observations (when appropriate), results of screening instrument, measurement of performance outcome, description of academic intervention, description of performance outcome measures, description of single case design to test the effectiveness of interventions on performance, description of baseline and intervention procedures, description of social validity, interpretation/evaluation and recommendations will be included.
 5. Prepare and deliver a poster presentation about the case study completed during the quarter. There will be a poster contest and each member of the class will engage in peer review activities of classmates' posters.
 6. Each student will participate in a group oral presentation about the myths and realities of either reading, writing, or math interventions.
 7. Examination of concepts associated with linking assessment to intervention. This exam will be a combination of multiple choice, matching, and short answer questions. A study guide will be provided at least one week before the exam.

Method of Evaluation

Class participation on in-class assignments	10 points
Group presentation on myths and realities	20 points
Exam	30 points
Implementation of case study	40 points
Written case study	50 points
Case study poster presentation	50 points
Total	200 points

Grades:

A=95%-100%
A-=90%-94%
B+=87%-89%
B=84%-86%
B-=80%-83%
C+=77%-79%
C=74%-76%
C-=70%-73%
D+=67%-69%
D=60%-66%
E=Below 60%

Required Textbooks:

1. Witt, J., & Beck, R. (1999). *One-minute academic functional assessment and interventions: Can't do it or won't do it?* Longmont, CO: Sopris West.

2. Daly III, E., Skinner, C., & Chafouleas, S. (2005) *Interventions for Reading Problems: Designing and evaluating effective strategies (practical intervention in the schools)* Publisher: Guilford Press

3. Grade A Notes Course Packet of Lectures, Readings and Intervention Strategies

Required Book Chapter Readings (other than books listed above)

Joseph, L.M. (2002). Best practices in planning interventions for students with reading problems, In A. Thomas & J. Grimes (Eds) *Best practices in school psychology Volume IV*, Bethesda, MD: National Association of School Psychologists.

Steege, M., Brown-Chisdey, & Mace (2002). Best practices in evaluating interventions. In A. Thomas & J. Grimes (Eds) *Best practices in school psychology Volume IV*, (pp. 517-534) Bethesda, MD: National Association of School Psychologists.

Telzrow, C.F., & Beebe, J.J. (2002). Best practices for facilitating intervention adherence and integrity. In A. Thomas & J. Grimes (Eds) *Best practices in school psychology Volume IV*, (pp. 503-516) Bethesda, MD: National Association of School Psychologists.

Requied Journal Article Reading

Adams, M.J., & Henry, M. (1997). Myths and realities about words and literacy. *School Psychology Review*, 26, 425-436.

Daly III, E.J., Witt, J.C., Martens, B.K., & Dool, E. (1997). A model for conducting functional analysis of academic performance problems. *School Psychology Review*, 26, 554-574/

Edelen-Smith, P.J. (1997). How Now Brown Cow: Phonemic awareness activities for collaborative classrooms. *Intervention in School and Clinic*, 33, 103-111.

Fleischner, J.E. & Manheimer, M.A. (1997) Math interventions for students with learning disabilities: Myths and realities. *School Psychology Review*, 36, 397-413.

Fulk, B.M. & Starmont-Spurgin (1995). Fourteen spelling strategies for students with learning disabilities: Parents, teacher-directed and student study techniques based on research in spelling and motivation for optimizing spelling instruction. *Intervention in School and Clinic*, 31, 16-20.

- Graham, S. & Harris, K.R. (1997). It can be taught but it does not happen naturally: Myths and realities in writing instruction. *School Psychology Review*, 26, 414-424.
- Gutkin, T. (2002). Evidence-based intervention in school psychology: State of the art and directions for the future. *School Psychology Quarterly*, 17, 339-340.
- Kratochwill, T.R., & Stoiber, K.C. (2002). Evidence-based interventions in school psychology: Conceptual foundations of the procedural and coding manual of division 16 and the society for the study of school psychology task force. *School Psychology Quarterly*, 17, 341-389.
- Joseph, L.M. (2002a). Helping children link sound to print: Phonics procedures for small group or whole class settings. *Intervention in School and Clinic*, 37, 217-221.
- Joseph, L.M. (2002b). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. *School Psychology Review*, 31, 122-129.
- Martens, B.K., Eckert, T., Bradley, T.A., & Ardoyn, S.P. (1999). Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision making. *School Psychology Quarterly*.
- Mastropieri, M.A. & Scruggs, T.E. (1998). Enhancing school success with mnemonic strategies. *Intervention in School and Clinic*, 33, 201-298.
- Swanson, P.N. & De La Paz, S. (1998). Teaching effective comprehension strategies to students with learning and reading disabilities. *Intervention in School and Clinic*, 33, 209-218.

Case Study Project

The case study project will consist of being assigned to one student at a public school. You will be required to work with this student for at least a half hour, 2, but preferably 3 times per week but not less than 2 sessions per week. This process ensures the continuity of the assessments and interventions being delivered to the student. The student you will be working with will either be classified as "at risk," mentally retarded, or learning disabled. You will be required to work with this student the entire quarter. The following are the required activities that you are to conduct with your case study student.

1. Purchase a folder with pockets. You will keep all information regarding your case study student in this folder.
2. Gather background information from the school files about the student and by contacting the parent (if possible).
3. Conduct a student and teacher interview.
4. Conduct a screening instrument.
5. Choose an evaluation design such as one of the single subject designs that will be discussed during the third class lecture.
6. Administer baseline probes for over at least 3 or more consecutive sessions.
7. Implement an academic intervention over several sessions throughout the quarter.
8. Administer probes across intervention sessions.
9. Evaluate student performance as a function an academic intervention presented to the student.
10. Prepare a written report detailing all of the above steps as well as your interpretations of the data that was gathered.
11. Prepare a poster presentation detailing the above case study procedures in a brief form. This presentation will be peer reviewed and a contest will occur to select the best presentation.

You are expected to conduct yourself in a very professional manner with all you come in contact throughout the course of the quarter. The collaboration has been a win-win situation due to the collegiality and professionalism that is demonstrated by all persons involved with the projects connected with the Linking Academic Assessment to Academic Intervention Course.

- Teacher curriculum materials
- Teacher expectations
- Types of assignments
- Classroom structure during lesson (small group reading, individual?) How is it taught?

Group Presentations on Myths and Realities of Academic Instruction

The Ohio State University School Psychology Program

PAES 877 (3 quarter hours)
Mental Health Issues in the Schools I
Fall Quarter, Monday, 1:30-3:48

Instructor: Wendy Naumann
Office Hours: by appointment
Email: naumann.12@osu.edu
GA: Roger Sasnett

Office Phone: 688-5829
Office: 375 Arps
Home: 262-3157, before 10:00 pm
Email: sasnett.2@osu.edu

The best way to reach me is through email or my home phone.

Mission Statement for the School Psychology Program

The foundation for the school psychology program at The Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels.

Description/Rationale:

This course is designed to teach students about the many facets of assessment of social, emotional, and behavioral problems for children and adolescents focusing on a school context. Students will be expected to develop skills in test administration, interviewing and observation, test interpretation, writing psychological reports, and reviewing assessment results with clients. In addition, students will be expected to understand how to review research on personality assessment, critically analyze the psychometric properties of tests, and be aware of current issues in personality assessment. This course is delivered in both a face-to-face format and an online format.

Knowledge, Skills, & Dispositions:

The following student learning outcomes will be achieved through class lecture and discussion, small group work, case studies, videotapes and readings.

- Develop an understanding of the ethical guidelines proposed by NASP and APA regarding the practice of psychology in the schools
- Develop an understanding of common theories related to constructs being assessed (e.g., personality, social-emotional functioning, behavioral functioning, intelligence, achievement)
- Develop an introductory understanding regarding the characteristics of various psychiatric disorders, relevant assessment and intervention techniques
- Develop an understanding of current issues in assessment, including those related to test use and interpretation, political/social issues, and new developments in psychological and psychoeducational assessment
- Develop an understanding for how theory on psychological and psychoeducational assessment relates to practice and data-based decision making
- Develop an understanding of how issues of diversity can influence psychoeducational assessment
- Develop an understanding of how developmental factors relate to psychological and psychoeducational assessment

will receive the strictest consequences given by the University as explained in the academic misconduct policy.

Attendance:

Class attendance is mandatory. Students are expected to contact the instructor prior to an absence except in the case of an emergency. Deductions in a student's final grade due to absences are at the discretion of the instructor. Students are also expected to be punctual and complete all assignments on time. Late assignments must be discussed with the instructor. The instructor reserves the right to deduct points for late assignments and/or return papers at the instructor's convenience. Incompletes will be given only when discussed with the instructor at least one week prior to the due date for the last assignment. Incompletes will also be given for uncontrollable extenuating circumstances only. Students are encouraged to discuss class difficulties with the instructor as soon as possible.

Professional Statement:

As graduate students and future professionals in the field of psychology and for most, school psychology, you are required to obtain competencies in numerous areas including writing skills, presentation skills, clinical skills, and research skills. Standards for this class are compatible with professional standards. You are expected to have a good understanding regarding ethics and standards set forth by the American Psychological Association and the National Association of School Psychologists. Your behavior and performance in this class must be consistent with the expectations set forth by the School Psychology Program Contract. You will be evaluated on various skills that are necessary to being a professional and competent psychologist. In addition to academic skills, and academic behaviors, you will also be evaluated on your professional judgment. Although there is no separate point allotment for professional conduct, your grade and success in this class can be influenced by poor professional judgment and conduct, and by poor academic performance and behaviors. These behaviors include, but are not limited to, working well with other professionals, other students, and clients, meeting deadlines for the class, dressing appropriately when working in the schools, and representing the school psychology program and the department in a professional manner. You are expected to behave like a professional and to engage in self-regulated learning while in this class. The instructor has the right to deduct points on an individual assignment or a final grade for unprofessional or unethical behavior of any kind. Depending on the severity of the violation, additional consequences may also be pursued.

Diversity Statement:

The National Association of School Psychology, the American Psychological Association, and the American Counseling Association have explicit policies regarding issues related to race, gender, class, sexual orientation, disability, religion, etc. You may find this information in the APA publication manual, standards and ethics for each organization, and on the organizations' respective home pages. In this class, you will be expected to reflect the standards and ethics of your profession. Any use of written or verbal language should be consistent with that specified by APA, ACA, and NASP. These policies should also be reflected in your conceptualization of client needs, interpretation and use of assessment results, critical analysis of assessment tools, and creation of services provided to clients. You will be evaluated accordingly on these skills.

Technology Statement: To be consistent with professional standards, students maybe expected to demonstrate certain technological skills in this class. These skills include using email, searching the internet, and understanding basic word processing and power point. Students will also be expected to have email accounts and access the school psychology list serve on a regular basis. Much of the out-of-class communication with students is done via email. Students may also be required to download Word and Power Point documents for class, and be expected to use assessment scoring software.

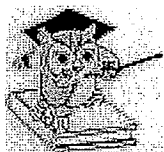
reduction. Depending on severity and frequency of errors, students may receive a failing grade in the course regardless of the quality of work on remaining assignments. The instructor reserves the right to determine the final penalty for inaccurate protocols. The course GA and your doctoral supervisor will evaluate the accuracy of your protocols.

- Case Conceptualization (20 points): Students will complete a case conceptualization on the same case that is provided to them. A format and evaluation rubric for this conceptualization will be provided for you on the web.
- Presentation (15 points): Students will be expected to present a theory related to school psychology to the class. Each theory presentation will be no more than 10 minutes. An example of the theory presentation will be demonstrated by the instructor.

Getting to Know the Child: Introduction to Assessment

Date	Lectures	Web Modules/Presentations	Readings/Assignments
7, 8	Case Conceptualization Diagnosing: DSM & ED EBP & ESIs-Pros & Cons	Assessment & Ethics Change Processes Developmental Issues	Orvaschel, Chapter 1 & 2 Hughes, 2001 EBP Article
8	Treatment Planning/Evaluation Writing Reports Interviews & Observations		Group Project Due Sattler Chapters
9, 10	Projectives Storytelling Tests Incomplete Sentences Drawings	Scoring and Administering Projectives DAP: SPED Computer Scoring the BASC & Achenbach Scoring and Administering Beck, SAED, BERS	Drawing Chapter
	Behavior Rating Scales BASC-II Achenbach SAED/BERS Beck Scales	Specialty Scales: Self-Concept, Parenting Stress, Social Skills, Peer Relations, Anger	Rating Scales Chapter
	Final Exam (take home on web)		

The instructor reserves the right to modify the schedule in order to meet student needs. In the event that a scheduling change will occur, the class will be amply notified in advance.



Student Guide to WebCT: The Basics

Hardware & Software Required

To learn about the requirements for using WebCT, go to this page: <http://telr.ohio-state.edu/webct/overview/index.html>. Here you can find information about the type of connection that is advisable, minimum hardware configuration, and recommended browsers and browser configuration to properly interface with WebCT.

Logging In

Start your web browser go to: class.osu.edu. Click on the **Log on** link, and enter your WebCT username and password.

- Your WebCT *username* is the same as the OSU Internet username you were given when you registered at The Ohio State University. It consists of your **lastname all in lowercase, a dot, and one or more numbers**. For example, Jane Doe's username might be: `doe.999`
Note: If your OSU Internet username contains a hyphen (-), be sure to include it (for example, `doe-jones.999`).
- Because of a recent enhancement, the OSU Internet password you use for accessing your e-mail and other OSU resources on secure servers now gives you access to WebCT as well.

If you follow these instructions and have a problem logging in, first check with your instructor to be certain your course is currently available for access. If the course is active and you still can't login, fill out an online help form at <http://8help.ohio-state.edu/webcthelp.html> or contact our Support Center by phone at 614/688-HELP or e-mail to 8help@osu.edu.

Changing Your Password

As a result of the change to the way you log on to WebCT using both your OSU Internet username and associated password, you no longer can change your password within WebCT. If you want to reset your password, you must use the standard procedure described at <http://www.oit.ohio-state.edu/userpass.html>.

Using the Calendar

Your instructor may have included a Calendar tool on the course home page. It allows you to view events of importance to those enrolled in the class. To use the calendar:

- Click on the icon for **Calendar**; the current month is displayed. To move forward or backward, select the desired month and year from the drop-down menus at the top of the screen and click on **Go**.
- To see details related to a calendar entry, click on the link for the **date**.
- To add an entry, click on the **date** link and then click on the **Add entry** button.
- The "Add a Calendar Entry" screen appears. Fill in the boxes, and click on the **Add** button.
- To make changes to an existing entry, click on the **date** link and then click on the **Edit** button.

Using WebCT E-mail

Many instructors include the E-mail tool on the course home page which gives you the capability of corresponding with other members of your class. To use WebCT e-mail:

- Click on the icon for **Mail**; a "Mail" screen appears.
- To see a list of new messages, click on the **Inbox** link. For previously read messages, click on **All**.
- To send a new message, click on the **Compose Mail Message** button. Click on the **Browse** button; a window containing the names of class members appears. Select the recipient(s) from this list (if more than one, hold down the Control, or on a Mac, the Command key) and then click on **Done**. Enter a subject, the message body, and then click on the **Send** button.
- To include an attachment with your message, click on the **Browse** button, locate the file you want, and then click on the **Attach File** button.
- To reply to a message, first open it (click on its link) and then click on either the **Reply** or the **Quote** button. (Quote includes a copy of the original message, while Reply does not.) Type your response and click on **Send**.
- To delete or forward a message or to move it to another folder, click on the **Manage Messages** button. Click on the **Manage Folders** button to add, rename, or delete message folders.

Participating in Online Discussions

If your instructor has included a Discussions tool on the course home page, you and your classmates will be able to use a bulletin board setting to exchange comments about different topics. To do this:

- Click on the icon for **Discussions**; a list of discussion topics appears. Click on the link for the topic you want to open. Any *unread* messages are displayed. To see all messages within the selected topic, click on the **All Messages** link (above the list of messages).
- To read a message, click on the link for the **title**.
- To respond to a message, first open it, and click on one of these buttons: **Reply** (to entire class); **Reply Privately** (to sender only); or **Quote** (include the original message with your response). Type your response and then click on the **Post** button.
- To post a new message, click on the **Compose Message** button wherever it appears. Select the appropriate message category from the drop-down listbox labeled "Topic." Enter a subject, the message body, and then click on the **Post** button.
- To include an attachment with your posting, click on the **Browse** button, locate the file you want, and then click on the **Attach File** button.

Compiling Files

The E-mail and Discussion tool screens both have a **Compile** option which you can use to create a downloadable file containing selected messages. Your instructor also may have included a Compiler tool which performs the same function for course content. This is convenient if you want to print a hard copy of the material.

**The Ohio State University
 School Psychology Program**

**PAES 878 (3 quarter hours)
 Mental Health II**

Winter Quarter, Tuesday, 1:30-3:48 am

Instructor: Wendy Naumann
Office Hours: by appointment
Email: naumann.12@osu.edu
GA: Roger Sasnett

Office Phone: 688-5829
Office: 375 Arps
Home: 262-3157, before 10:00 pm
Email: sasnett.2@osu.edu

Mission Statement for the School Psychology Program

The foundation for the school psychology program at The Ohio State University is based on an ecological model of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels.

Course Description: The focus of this course is to facilitate the development of counseling and assessment skills and techniques when working with children and adolescents. An emphasis will be placed on counseling and assessment children in the school setting. Developmental, diversity, and urban issues related to assessment and therapy with children will also be addressed.

Objectives:

- be familiar with the ethical guidelines of both NASP and APA regarding the delivery of mental health services/counseling with a special focus on school settings
- be familiar with the standards of practice set forth by NASP and APA regarding the delivery of mental health services/counseling with a special focus on school settings
- understand the major psychological theories related to counseling and child therapy including client-centered, play therapy, and solution-focused techniques
- develop an understanding of current issues in mental health services, including those related to assessment and interpretation, political/social issues, and new developments in empirically-supported interventions
- develop interpersonal skills needed to establish and maintain a therapeutic alliance when working with children/ adolescents in groups or individually using client-centered, solution-focused, psychodynamic and play therapy techniques
- develop skills to critically analyze factors related to effective therapeutic process and alliance
- develop the necessary interpersonal skills to establish and maintain rapport and intervene with children/adolescents and relevant adults in crisis situations
- develop an understanding of how issues of diversity can influence the delivery of mental health interventions
- develop an understanding of how developmental factors relate to the delivery of group/individual counseling
- knowledge of the importance of the unique challenges that children in urban settings experience and how these experiences relate to the implementation of mental health/counseling services

- use theory and data to create and support hypotheses regarding client's current psychological functioning; set goals related to the client's social-emotional needs; establish a linkage between assessment results and the creation of relevant interventions
- applying an ecological focus to the creation and evaluation of efficacious school-based interventions addressing the social-emotional needs of children
- develop skills to integrate parents into the design and delivery of mental health services
- develop an understanding of the ethical guidelines proposed by NASP and APA regarding the practice of psychology in the schools
- develop an understanding of current issues in assessment, including those related to test use and interpretation, political/social issues, and new developments in psychological and psychoeducational assessment
- develop an understanding for how theory on psychological and psychoeducational assessment relates to practice and data-based decision making
- develop an understanding of how issues of diversity can influence psychoeducational assessment
- develop an understanding of how developmental factors relate to psychological and psychoeducational assessment
- develop an understanding of the importance of the unique challenges that children in urban settings experience and how these experiences relate to psychological and psychoeducational assessment
- develop a sufficient understanding of psychometric properties in order to select, use, and evaluate available instrumentation
- develop skills to administer and score normative and alternative assessments when evaluating children in the areas of cognitive ability, academic achievement, and social-emotional-behavioral functioning
- develop skills to observe and interpret assessment-related behavior
- develop skills in using technology for administration and scoring
- develop skills to conduct within and cross-instrument interpretation of various measures
- develop an understanding of the unique nature of each psychoeducational referral, and determine appropriate assessment approaches, procedures and instruments to answer referral questions and guide remediation
- develop skills in the use of theory and data to create and support hypotheses regarding client's current psychological functioning and set goals related to their academic, social-emotional, behavioral needs
- develop skills to establish a linkage between assessment results and the creation of relevant interventions/recommendations
- develop a basic understanding of DSM-IV diagnostic decisions
- develop an advanced understanding of special education eligibility criteria to make diagnostic decisions

Textbooks and Materials:

- Kaduson, Heidi G. & Schaefer, C. (2000). *Short-Term Play Therapy for Children*. New York: Guilford. ISBN: 1-57290-520-7 (\$45 new, \$25 used) (optional)
- Sklare, G. B. (1997). *Brief Counseling that Works: A Solution-Focused Approach for School Counselors*. Thousand Oaks, CA: Corwin Press.(optional)
- Winslade, J. & Monk, G. (1999). *Narrative Therapy in the Schools*. Thousand Oaks, CA: Corwin Press. (optional)
- Readings on the web

Students with Special Needs: Students with special needs that affect their ability to participate fully in the class or to meet all course requirements should bring this to the instructor's attention so that appropriate accommodations can be arranged. University recognized accommodations (ADA accommodations) will be provided only for students who have a formal relationship with the Office for Students with Disabilities. Requesting for these accommodations is the sole responsibility of the

student. As an instructor, I will make every effort to address the special needs of students while maintaining the integrity of the learning experience.

Academic Integrity:

The School of Physical Activity and Educational Services has set forth clear policies and procedures regarding academic misconduct. These procedures can be found in the program handbook and the Patterns of Administration, and students are expected to read and follow these policies. All projects and tests will represent your own work. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.

Attendance:

Class attendance is mandatory. Students are expected to contact the instructor prior to an absence except in the case of an emergency. Deductions in a student's final grade due to absences are at the discretion of the instructor. Students are also expected to be punctual and complete all assignments on time. Late assignments must be discussed with the instructor. The instructor reserves the right to deduct points for late assignments and/or return papers at the instructor's convenience. Incompletes will be given only when discussed with the instructor at least one week prior to the due date for the last assignment. Incompletes will also be given for uncontrollable extenuating circumstances only. Students are encouraged to discuss class difficulties with the instructor as soon as possible.

Diversity Statement:

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Professional Statement:

As graduate students and future professionals in the field of psychology and counselor education, you are required to obtain competencies in numerous areas including writing skills, presentation skills, clinical skills, and research skills. Standards for this class are compatible with professional standards. You are expected to have a good understanding regarding ethics and standards set forth by the American Psychological Association, the National Association of School Psychologists, and the American Counseling Association. For school psychology students, your behavior and performance in this class must be consistent with the expectations set forth by the School Psychology Program Contract. You will be evaluated on various skills that are necessary to being a professional and competent mental health practitioner. In addition to academic skills, and academic behaviors, you will also be evaluated on your professional judgment. Although there is no separate point allotment for

professional conduct, your grade and success in this class can be influenced by poor professional judgment and conduct, and by poor academic performance and behaviors. These behaviors include, but are not limited to, working well with other professionals, other students, and clients, meeting deadlines for the class, dressing appropriately when working in a site or with a client, and representing your program and the school in a professional manner. You are expected to behave like a professional and to engage in self-regulated learning while in this class. The instructor has the right to deduct points on an individual assignment or a final grade for unprofessional or unethical behavior of any kind. Depending on the severity of the violation, additional consequences may also be pursued. Please turn off all pagers and cell phones before class begins. Students answering cell phones during class time are engaging in unprofessional behavior.

Course Requirements:

Students are expected to be prepared for class by completing the readings assigned to each lecture. Class time will not be spent on the readings, but on activities that help students gain a deeper understanding of the concepts presented in the readings. Most of the class activities will be completed in small groups or pairs and will include role plays and case activities. Even though lectures based on course readings will not be a focus of the class, students are encouraged to ask questions about the readings at any time. All materials related to the course can be found on the web, and students are responsible for acquiring this information on their own. The instructor will not make copies of any material that is available to students on the web. Also important correspondence related to the course will be conducted via the web, so students are responsible for checking the web site on a regular basis throughout the week.

Course requirements have been created using Bloom's levels of taxonomy, and all assignments fall into the knowledge/understanding group or the application/analysis-synthesis group. The instructor for the course will focus much of her attention on evaluating your knowledge and understanding of course materials. These evaluation activities focus primarily on tests and presentations. For the second group of assignments, you will be assigned a doctoral supervisor with whom you will work on a child therapy case. These assignments will center around working with a child in Columbus Public Schools.

A) Knowledge/Understanding Assignments

1. Final Exam (15 points): You will be expected to complete a multiple choice, true-false, and matching final covering all of the content in the course including readings. You will have 4 hours to complete the test that will be available on the web for the first three days of finals week, closing at 11:59 pm on Wednesday night.
2. Beatty Park Field Trip (P/F): Students will create questions related to assessing for SED to be asked at a field trip at Beatty Park Elementary School. Students will be expected to attend the field trip which includes observing classrooms and meeting with personnel from the three CPS schools for SED students. The date, time, and location of the field trip will be provided in class. Feb. 3; 9-11³⁰ am
Come up w/ ques. regarding how you assess kids for SED

B) Application/Synthesis/Analysis Assignments

As part of the application component of this course, each student will be assigned an elementary-age child to work with, and a doctoral supervisor to work "under". All assignment related to this case include the expectation of appropriate supervision. Students will be expected to meet with their doctoral supervisor on an ongoing basis using email contact, individual and group supervision sessions. Students will also be expected to complete a case notes form after each contact with the child and to

maintain documentation regarding all contact with significant others (e.g., parents, teachers). Identifying information SHOULD NOT be included on any information collected or documented on the child.

3. Group Psychological Report (20 points). Working in a group, you will complete a psychological report using a simulated case. The format for this psych report will be given during class and provided on the web. Group members should be working on this report throughout the first few weeks of the quarter as various aspects of the assessment process are covered in class. The report should be submitted by ONE group member via email to the instructor. All group member names should be included on the report. Due Date: 2-14
4. MFE Report (25 points): You will complete a full psychoeducational assessment on your assigned child as if you were determining eligibility for SED. The assessment process will result in a multifactored evaluation report. You should work with your doctoral supervisor on this MFE report before handing in the final version to the instructor via the web. The grade given for this assignment includes all responsibilities related to the case, not just the final report. Your performance with your client and significant others, your interactions in supervision, your case conceptualization and other assessment skills, and your report writing are included in the grade. Approximately a third of the points are related to the process of doing the case, and the remaining points are related to the actual report (writing and content). You are expected to complete (1) at least 3 interviews (child, parent, teacher), (2) two classroom observations (one during class time and one during recess), and (3) a mental status exam, (4) BASC (parent, teacher, self-report if applicable), (5) incomplete sentences, (6) unstructured drawings, (7) review of records, and (8) at least two other assessments depending on the child's age and presenting issues. If you would like to discuss your report with the course instructor, you are welcome and also responsible for scheduling an appointment within an appropriate amount of time. The MFE report will be evaluated by the course instructor and your doctoral supervisor. Due Date: 2-21
5. Therapy Plan (20 points): As you are working on your case with your child, you should complete a case notes form for each session. You will also create a written therapy plan that addresses the goals and evaluation of future sessions with your client. A format will be provided for you on the web. You will discuss the therapy plan with your doctoral supervisor during your supervision sessions. You will submit a final version of the therapy plan on the web for evaluation by the instructor and/or your doctoral supervisor. You should schedule at least one meeting with the course instructor prior to handing in your therapy plan. During this meeting, you will discuss your case and your conceptualization of the case, so you should bring all relevant materials to the meeting. Due Date: 3-4
6. Technique Web Presentation (5 points): Each student will be expected to identify at least one play therapy technique and write up a summary of the technique to be posted on the class web site. A format for the web presentation will be provided. Due Date: 1-31
7. Reflection Paper (15 points): At the end of the quarter, you will complete a reflection paper regarding your experience with your child. This paper should incorporate your weekly reflections when working with your child, readings from both classes, and supervision experiences. More guidelines and evaluation criteria will be provided. Due Date: 3-10

Grading:

Grading for this class is conducted via a rubric system for most assignments. Forms related to the evaluation of each assignment can be found in the course requirements section of the web site. Students

will receive a grade on the assignment based on how closely they follow the rubric and the requirements for each assignment. Those grades are then weighted based on the assigned to each assignment. Students are expected to act in a professional manner while completing all of the assignments for this course. Although separate points will not be awarded for professionalism, points can be deducted from any individual assignment or the overall course grade for unprofessional behavior on the part of the student. Ethical and professional behaviors are extremely important, and students are expected to be knowledgeable about NASP, APA, and APT ethics. The course instructor reserves the right to round up or down grades that fall between the A/B range and the B/C range. Decisions to round up or down will be based on student's motivation, effort and commitment in the class.

Schedule for Psychological Interventions in the Schools

Date	Topic	Web Modules	Readings
1-3	Diagnosing SED Assessment/Counseling Process Types of Assessment Instruments Review Types of Counseling	Diversity Issues	Readings on web
1-10	Rating and Self-Report Scales BASC, Beck, MSCS, AIRS, SSRS Strength-based Assessment: BERS	Interviewing and Observations	Readings on web
1-17	Projectives	Sentence Completion Thematic Apperception Tests	Readings on web
1-24	Personality Scales MACI MMPI-A	Assessment & Ethics	
1-31	No Class	Report Writing Interpretation	Readings on web
2/3	- Field Trip 9-11 ³⁰	Batay Park Elementary	
2-7	Case Study Activity Counseling Techniques/Approaches Play Therapy, Brief Therapy Social Construction Approaches	Review Counseling Techniques Therapeutic Alliance Stages of Therapy Transference/Countertransference Modifying Sessions	
2-14	<u>Play Therapy</u> <u>Narrative vs Solution Focused Therapy</u>	Managing Behavior During Session Counseling & Ethics	Brendtro, Chapter 5 Chapters on Web
2-21	Optional Class (video demonstrations)	More on Play Therapy	Readings on Web
2-28	Optional Class (video demonstrations)	More on Narrative Therapy	Readings on Web
3-7	No Class	More on Solution Focused Therapy	Readings on Web
3-13	No Class	Final	

The Ohio State University School Psychology Program

**PAES 776P (3 quarter hours)
Counseling Children
Spring Quarter, Mondays 1:30-3:48,**

Instructor: Wendy Naumann
Office Hours: by appointment
Email: naumann.12@osu.edu
Course GA: Roger Sasnett

Office Phone: 688-5829
Office: 375 Arps
Home: 262-3157, before 10:00 pm
Email: sasnett.2@osu.edu

Mission Statement for the School Psychology Program

The foundation for the school psychology program at The Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels.

Description/Rationale:

The purpose of this course is to expose students to the social-emotional issues of children and adolescents and how to design empirically-supported interventions to address these issues. The first part of the course focuses on theoretical models of mental health and wellness and is organized around a resilience model of psychological service delivery for children and adolescents. The majority of the course focuses on case presentations addressing a number of issues such as family, school, and community violence, drug and alcohol problems in the family, and psychopathology. An ecological model will be used to conceptualize each of these cases.

Course Objectives:

- Develop an understanding of the ethical guidelines and standards proposed by NASP and APA regarding the practice of psychology in the schools
- Develop an understanding that one's behavior and choices are a reflection of the training program and the profession of school psychology
- Develop an understanding regarding life competencies, resiliency, and healthy social-emotional and behavioral functioning
- Develop an introductory understanding regarding the characteristics of various psychiatric disorders and intervention techniques
- Develop an understanding of current issues in behavioral and mental health services, including those related to political/social issues and new developments in empirically-supported interventions
- Develop an understanding for how theory on behavioral and social-emotional functioning relates to practice and data-based decision making
- Develop an understanding of how issues of diversity can influence the delivery of psychological services including behavioral and mental health interventions
- Develop an understanding of how developmental factors relate to the delivery of mental health services

- Develop an understanding of the importance of the unique challenges that children in urban settings experience and how these experiences relate to the implementing mental health services
- Develop skills in the use of theory and data to create and support hypotheses regarding client's current psychological functioning and set goals related to their social-emotional, behavioral needs
- Develop skills to establish a linkage between assessment results and the creation of relevant interventions/recommendations
- Develop a basic understanding of DSM-IV diagnostic decisions
- Develop an understanding regarding empirically-supported interventions that address mental health needs
- Develop skills in creating, implementing, and evaluating mental health interventions
- Develop skills in applying the scientist-practitioner model in the creation of mental health interventions (treatment efficacy)
- Develop skills in applying an ecological focus to the creation and evaluation of efficacious school-based interventions addressing the social-emotional and behavioral needs of children
- Develop skills needed to effectively implement interventions with a particular focus on treatment integrity and adherence
- Develop skills related to progress monitoring of mental health interventions
- Develop interpersonal skills to establish and maintain a therapeutic alliance when working with children individually using client-centered, solution-focused, psychodynamic and play therapy
- Develop skills to critically analyze factors related to effective therapeutic process and alliance
- Develop skills to integrate parents into the design and delivery of mental health services
- Develop a continuous understanding of the scientific foundation for the field by regularly reading professional literature
- Develop a continuous understanding of how research in related fields inform the practice of school psychology

Students with Special Needs: Students with special needs that affect their ability to participate fully in the class or to meet all course requirements should bring this to the instructor's attention so that appropriate accommodations can be arranged. University recognized accommodations (ADA accommodations) will be provided only for students who have a formal relationship with the Office for Students with Disabilities. Requesting for these accommodations is the sole responsibility of the student. As an instructor, I will make every effort to address the special needs of students while maintaining the integrity of the learning experience.

Academic Integrity:

The School of Physical Activity and Educational Services has set forth clear policies and procedures regarding academic misconduct. These procedures can be found in the program handbook and the Patterns of Administration, and students are expected to read and follow these policies. All projects and tests will represent your own work. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.

Attendance:

Class attendance is mandatory. Students are expected to contact the instructor prior to an absence except in the case of an emergency. Deductions in a student's final grade due to absences are at the discretion of the instructor. Students are also expected to be punctual and complete all

assignments on time. Late assignments must be discussed with the instructor. The instructor reserves the right to deduct points for late assignments and/or return papers at the instructor's convenience. Incompletes will be given only when discussed with the instructor at least one week prior to the due date for the last assignment. Incompletes will also be given for uncontrollable extenuating circumstances only. Students are encouraged to discuss class difficulties with the instructor as soon as possible.

Diversity Statement:

The National Association of School Psychology, the American Psychological Association, and the American Counseling Association have explicit policies regarding issues related to race, gender, class, sexual orientation, disability, religion, etc. You may find this information in the APA publication manual, standards and ethics for each organization, and on the organizations' respective home pages. In this class, you will be expected to reflect the standards and ethics of your profession. Any use of written or verbal language should be consistent with that specified by APA, ACA, and NASP. These policies should also be reflected in your conceptualization of client needs, interpretation and use of assessment results, critical analysis of assessment tools, and creation of services provided to clients. You will be evaluated accordingly on these skills.

Professional Statement:

As graduate students and future professionals in the field of psychology and counselor education, you are required to obtain competencies in numerous areas including writing skills, presentation skills, clinical skills, and research skills. Standards for this class are compatible with professional standards. You are expected to have a good understanding regarding ethics and standards set forth by the American Psychological Association, the National Association of School Psychologists, and the American Counseling Association. For school psychology students, your behavior and performance in this class must be consistent with the expectations set forth by the School Psychology Program Contract. You will be evaluated on various skills that are necessary to being a professional and competent mental health practitioner. In addition to academic skills, and academic behaviors, you will also be evaluated on your professional judgment. Although there is no separate point allotment for professional conduct, your grade and success in this class can be influenced by poor professional judgment and conduct, and by poor academic performance and behaviors. These behaviors include, but are not limited to, working well with other professionals, other students, and clients, meeting deadlines for the class, dressing appropriately when working in a site or with a client, and representing your program and the school in a professional manner. You are expected to behave like a professional and to engage in self-regulated learning while in this class. The instructor has the right to deduct points on an individual assignment or a final grade for unprofessional or unethical behavior of any kind. Depending on the severity of the violation, additional consequences may also be pursued. Please turn off all pagers and cell phones before class begins. Students answering cell phones during class time are engaging in unprofessional behavior.

Textbooks and Readings:**Books**

Orvaschel, H., Faust, J., Hersen, M. (2001). *Handbook of Conceptualization and Treatment of Child Psychopathology*. New York: Pergamon. ISBN: 0-08-043362-6 (\$86 new, \$65 used)

Kaduson, Heidi G. & Schaefer, C. (2000). *Short-Term Play Therapy for Children*. New York: Guilford. ISBN: 1-57290-520-7 (\$25)

Articles and Chapters on web

Behavior During Class Time: You are highly encouraged to participate in class discussion and ask questions. In order to be considerate of others in the class, you are asked to not answer cell phones during class or have cell phones on during class, and to not engage in side conversations. You are also expected to be on time to class, and to inform the instructor if you have to leave early or be late for class. You are expected to engage in positive class time behavior as an important part of your learning; however, no points will be allotted for positive class time behavior. In the instance that your letter grade falls just barely below the next highest letter grade, class time behavior will be used to determine if the higher grade will be awarded.

Course Requirements/Evaluation:

Half of this class will be provided in a face-to-face format and the other half will be provided in an online format. In addition, a field-based component is required for all school psychology students. Finally, all students will meet with the course instructor at least during the quarter as described in the following information.

Assignments for Students in the School Psychology Program

Child Therapy Case (60 points total): You are expected to complete working with your child therapy case completing at least 8 sessions with your student and 2 sessions with the parent(s). Supervision is required for the case including both group and individual. Although appropriate use of supervision and demonstration of ethical and professional behavior are not outlined as evaluation criteria on any of the assignments for the child therapy case, points will be deducted from the MFE and/or the treatment plan if students violate ethical principles set forth by APA or NASP or if students act in an unprofessional manner. The nature of the point deductions and requirement of additional assignments will be determined by the instructor.

MFE (20 points): You will need to complete the first part of your MFE (identifying information, background information, and behavioral observations) to the website once you have completed your interviews and observations and met with your doctoral supervisor and Wendy in an individual session. This part of the MFE will not be graded with points, but must be submitted before you are allowed to move forward with your case. You will then continue with collecting other forms of assessment to complete the full version of the MFE. The final, complete version of the MFE is to also be submitted via the web and will be evaluated by two of the doctoral supervisors including your own supervisor. If you wish to have a rough draft of your report reviewed by either your doctoral supervisor or the course instructor, you should contact either individual to schedule a time to meet. The grade given for this assignment includes all responsibilities related to the case, not just the final report. Your performance with your client and significant others, your interactions in supervision, your case conceptualization and other assessment skills, and your report writing are included in the grade. You are expected to complete at least (1) two assessment sessions with the child including a child interview, (2) an interview with the parent, (3) an interview with the teacher, (4) two classroom observations (one during class time and one during recess), and (5) a mental status exam. You are also expected to (6) administer relevant projective measures, (7) BASC (parent, teacher, self-report), (8) Beck scales and MSCS if age appropriate, (9) review of records, and (10) at least two other assessments depending on the child's age and presenting issues.

Taped Sessions and Supervision (10 points): You will also be taping at least two sessions with your child (more if required by your doctoral supervisor) and meeting with your doctoral supervisor regularly. Your supervisor will provide you feedback on taped sessions, and you will receive a final grade and feedback on your clinical and analysis skills. As part of this “therapy grade”, you are also expected to complete the weekly session forms given to you in class.

Treatment Plan (20 points): After you have completed the first part of the MFE and submitted it via the web, you will also need to write up your ecological analysis, case conceptualization, goals and justification, and identify goals and activities for at least two sessions. This initial, partial treatment plan must also be submitted via the web and you will receive feedback from the course instructor. You will create a final treatment plan that outlines the case conceptualization and interventions that you used with your child client. A clear format will be provided for this treatment plan along with evaluation criteria. The course instructor and your doctoral supervisor will grade the treatment jointly. Before turning in the treatment plan, students are expected to complete another individual supervision session with the course instructor. This meeting should be scheduled to take place between 5-15 and 5-26. You are responsible for setting up this meeting time with the instructor in a timely manner.

Presentation (5): You will be asked to present your case to the class in very brief, 5-minute presentation. The focus of the presentation will be to briefly share your child’s presenting issues and one intervention technique that you have used or plan on using. This technique must be different from those that are on the web site. You will not use Power Point, but should bring a one page handout on relevant websites and reference materials that you have identified as pertaining to your case. You should also create a one page handout on your technique using the same format as last quarter and submit that handout to the instructor over the web.

Reflection Paper (5 points): After you have completed your case, you will be expected to complete a 3-5 page reflection paper describing your experience. The focus of this paper is to discuss and analyze your learning process and self-reflect on what you have learned about yourself as a future school psychologist particularly your skills in counseling. Consider what you found to be the most difficult and or most surprising things that you experienced with your case, your reactions to those events, and what you learned about yourself as a result of those experiences. Be sure to address your strengths as a counselor and three areas (related to counseling or providing mental health services) you hope to refine while on practicum. In essence, you are summarizing and organizing material that you documented each week on your critical analysis form. This paper should be double-spaced and written in a somewhat scholarly format. However, you will not be required to follow APA format or cite references. Please submit this paper on the web.

Quizzes (40 points): The course content is divided into four units including (1) common externalizing disorders, (2) common internalizing disorders, (3) psychiatric and other less common disorders and (4) types of crises. Some units will be presented in a face-to-face format and others will be web-based modules. Each unit is evaluated via a 10-point quiz. Each quiz will be available from Friday at 8:00 am to Sunday at 11:00 pm the week that it is listed on the syllabus.

Visit to St. Vincent’s (P/F). Children in Columbus Public Schools who need more structure and

intensive services than can be provided at Beatty Park, Clearbrook or Alum Creek, will receive day or residential services at St. Vincent's. A trip to St. Vincent's is being arranged, hopefully for May 22nd in the afternoon during class time. More information will be provided in class.

Assignments for Students Not in the School Psychology Program

Quizzes (40 points): The course content is divided into four units including (1) common externalizing disorders, (2) common internalizing disorders, (3) psychiatric and other less common disorders and (4) types of crises. Some units will be presented in a face-to-face format and others will be web-based modules. Each unit is evaluated via a 10-point quiz which will be available from Friday at 8:00 am to Sunday at 11:00 pm the week that it is listed on the syllabus.

Crisis Presentation (25 points): Students who are not in the school psychology program will be expected to complete a presentation on a crisis topic that may reflect the experiences of urban youth. This presentation should include a detailed and well-formatted Power Point Presentation, discussion questions, 2 open-ended exam questions with answers, a reference list with at least 15 resources, and a list of relevant websites. This list of topics includes homelessness, sexual assault, teen pregnancy, and sexuality issues. As part of this assignment, you will need to set up a time with the course instructor to

Group Case Conceptualization (25 points): You will be given a case of an adolescent male to complete a case conceptualization and proposed intervention plan. The feedback form and grading rubric for this assignment can be found on the web. This assignment should be submitted via the web.

Visit to St. Vincent's (10 points). Children in Columbus Public Schools who need more structure and intensive services than can be provided at Beatty Park, Clearbrook or Alum Creek, will receive day or residential services at St. Vincent's. A trip to St. Vincent's is being arranged, hopefully for May 22nd in the afternoon during class time. More information will be provided in class. As part of this visit, you will be asked to provide a reflection paper that incorporates your experience and analysis of the field trip with readings and material in class. More information regarding this paper will be provided.

Grade: With the exception of the quizzes, each assignment will be graded using a rubric. These rubrics make include rating forms that provide students with more detailed feedback. Each rubric will describe what constitutes an A, A-, B+ and so on. These criteria and the evaluation of each assignment based on the criteria is solely determined by the instructor. Students are encouraged to discuss feedback with the instructor for the purposes of learning how to improve one's skills.

Course Schedule for Counseling Children

<u>Date</u>	Topics for Class and Web Modules	Web Modules/Assignments	Readings
4-27	Review Syllabus Review Crisis Counseling Review DSM		Review Orvaschel et al Ch. 1 & 2 Kaduson & Schaefer, Ch. 4 Orvaschel et al Ch. 12
4-3	Conduct Disorder Oppositional Defiant Disorder Case Presentations (4)		Orvaschel et al Ch. 3 & 4 Kaduson & Schaefer, Ch. 9
4-10	Attention Deficit Hyperactivity Disorder Case Presentations (4)		Orvaschel et al Ch. 5 Kaduson & Schaefer, Ch. 5
4-17	Depression/Affective Disorders Grief Case Presentations (4)	Quiz 1 (Externalizing Disorders)	Orvaschel et al Ch. 6, 7 Kaduson & Schaefer, Ch. 2
4-24	Anxiety Disorders and Fears Case Presentations (4)		Orvaschel et al Ch. 8-11 Kaduson & Schaefer, Ch. 1
5-1*	Web Module-Psychiatric Disorders: OCD, Schizophrenia, Tic Disorders	Quiz 2 (Internalizing Disorders)	Orvaschel et al Ch. 13, 20
5-8*	Web Module-Other Less Common Disorders: Eating, Dissociative & Personality Disorders	Final MFE Due	Orvaschel et al Ch. 14, 15, 22
5-15*	Web Module-School-Community Crises Bullying and Other School Violence, Community Violence, Moving	Quiz 3 (Remaining Diagnoses) Schedule meeting with Wendy	Web-based readings
5-22*	Web Module-Large Scale Crises Natural Disasters, War, Refugees Review Family Crises	Group Web Presentation Due Schedule meeting with Wendy	Kaduson & Schaefer, Ch. 6, 8 Web-based readings
5-29*	Group Web Presentations Homelessness, Gang Activity, Teen Pregnancy, Sexuality Issues, Substance Abuse	Treatment Plan Due the 30th	Orvaschel et al Ch. 16 Kaduson & Schaefer, Ch. 13 Web-based readings
6-5	Finals Week	Final Exam (Crisis Types) Reflection Paper Due	

Attending and Volunteering at School

- 91% of parents believe that it is extremely important to be involved in their child's school.
- Most of the parents believe that parents as a whole are poorly informed about what is going on at school.
- Parents think that their primary function is to attend to their child's learning at home.

Families Interactions

- There can be a limited interaction between families that have a child with a disability and those that do not have a child with a disability (Blacher & Turnbull, 1983).
- Another study suggest that at preschool level parents with children that have disability interact equally with parents of children with disabilities and parents with typically developing children (Bailey & Winston, 1989).

Extracurricular Activities

- Overemphasis on academic goals
- Assumption that students with disabilities will not be able to compete or successfully participate
- Students with disabilities ages are different than the students without disabilities in the school
- The school does not provide appropriate support.

Volunteer Roles for Parents

- Assist in classroom.
- Call other parents with school information
- grade papers
- Tutor
- Do class presentation
- Coordinate field trips
- Assist on field trips
- Work in school office

Roles Cont.

- Assist at special events (e.g., plays, musicals, sport activities, etc.)
- Fund raiser
- Participate in school governance
- School guard
- Cafeteria duty
- Playground duty

Roles Cont.

- Driver for extracurricular activities
- Volunteer for school clubs/teams
- School board watch
- Contact person for new families in the neighborhood
- After school volunteer
- Bulletin board helper

Advocacy

- Advocacy is taking one's own or another's perspective to obtain a result not otherwise available.

The Ohio State University

School Psychology Program

PAES 882 (3 quarter hours)

School-based Consultation I: Theories and Processes

Winter 2006, Wednesdays 9:30-11:48

Instructor: Antoinette Miranda

Office Phone: 292-5909

Office Hours: Tuesday 1-3, Wed. 1-3, by
appt

Office: 288A Arps Hall

Email: miranda.2@osu.edu

Mission Statement for the School Psychology Program

The foundation for the school psychology program at The Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels.

Description/Rationale:

The purpose of this course is the development of a conceptual understanding of school-based consultation including the process, models, roles, skills, and outcomes for school based personnel. The student will also demonstrate the knowledge and skills necessary to deliver effective consultative services within the school setting. Emphasis is placed on extending theoretical and practical knowledge.

Relationship to Other Course/Curricula:

This course has no relationship to other courses offered within or outside of the College

Knowledge, Skills, & Dispositions:

- To acquaint the student with current literature and sources of information related to consultation.
- To extend student awareness of the foundations of current consultation theory and practice.

- To demonstrate an understanding of consultation as a systematic problem-solving process.
- To demonstrate an acquaintance with the basic conceptual components within a collaborative model of consultation.
- To demonstrate a familiarity with the similarities and differences among commonly used consultation models/approaches.
- To demonstrate an acquaintance with the core characteristics common to many consultation models.
- To demonstrate ability to identify and explain techniques and strategies, as well as personal variables (e.g., race, gender, power) that influence the implementation, process, and outcomes of consultation.
- To gain practice in the use of client-centered consultation skills.
- To demonstrate an awareness of how organizational factors can influence consultation.
- To demonstrate familiarity with strategies for organizational change.

Off-campus Field Experience: Students will be paired with a teacher in Columbus Public Schools for the consultation video.

Diversity Statement:

The National Association of School Psychology, the American Psychological Association, and the American Counseling Association have explicit policies regarding issues related to race, gender, class, sexual orientation, disability, religion, etc. You may find this information in the APA publication manual, standards and ethics for each organization, and on the organizations' respective home pages. In this class, you will be expected to reflect the standards and ethics of your profession. Any use of written or verbal language should be consistent with that specified by APA, ACA, and NASP. These policies should also be reflected in your conceptualization of client needs, interpretation and use of assessment results, critical analysis of assessment tools, and creation of services provided to clients. You will be evaluated accordingly on these skills.

Technology Statement:

To be consistent with professional standards, students may be expected to demonstrate certain technological skills in this class. These skills include using e-mail, searching the internet, and understanding basic word processing and power point. Students will also be expected to have e-mail accounts and access the school psychology list serve on a regular basis. Much of the out-of-class communication with students is done via e-mail. And students may also be required to download Word and Power Point documents for class.

Course schedule

January 4	Topics: Readings:	Course overview; What is consultation?; Consultation models BPS-Ch. 1, 2, 3, 4
January 11	Topics: Readings:	School based consultation Reading #4
January 18	Topics: Readings: Assignment Due	The process of consultation BPS-Chs. 6 ; Increasing Power
January 25	Topics: Readings:	The consultant; the consultee; communication and interpersonal skills BPS-Ch.7 & 8
February 1	Topics: Readings: Class assignment	Systems level issues in consultation BPS Chp. 5 & 9 Reading #5 & 6 Case Study
February 8	Topics:	Midterm
February 15	Topics: Readings: Class assignment Assignment Due:	Consultation with parents; Cross-Cultural consultation BPS-Chs. 7 (pp. 166-167) & 10; Reading #2 & 3 Multicultural exercise Video-tape and self-assessment
February 22	Topics: Readings: Assignment Due:	Consultation as a framework for the implementation of interventions Preparing for your intervention case BPS-Ch. 11 Reading #1 & 7 Case Study
March 1	Topics: Readings:	Legal and Ethical Issues: Issues in the practice of consultation: Preparing for your intervention case BPS-Ch. 12
March 8	Topics: Readings:	Making consultation happen BPS-Ch. 13

	Assignment Due:	Consultation Article
March 15	Topics:	Final
	Assignment Due:	Consultation videotape

Course Requirements/Evaluations

1. There will be a midterm and a final that will cover the material discussed in class as well as the reading assignments. The final exam will not be cumulative. The exams are **60%** of your grade.
2. Participants will complete an exercise on issues of power in the consultation relationship and have it ready to discuss in class. **5%**
3. Participants will be required to write up one case study applying the concepts of consultation and collaboration to a lifelike situation. The case study with guidelines will be provided to you. **15%**
4. Participants will divide into dyads and simulate a consultation session on videotape. Students will videotape one consultation session. Participants are to write up a self-assessment of their videotape. Guidelines will be provided **5%**
5. Review and critique a consultation based article. **5%** (See guidelines)
6. Participants will videotape a consultation session with a teacher in which they will consult about a problem identified by the teacher. **10%**

***Note #1-** assignments turned in late may be subject to points deduction not to exceed 5 pts.

****Note #2-** If you are not continuing on to Consultation II, assignment 6 will be adjusted.

GRADING PROCEDURES:

Midterm	30%
Final	30%
Issues of Power	5%
Case Study	15%
Videotape and self assessment	5%
Consultation based article	5%
Consultation Session	10%
Total	100%

Grading Rubric

A = 95-100 C = 74-76
A- = 90-94 C- = 70-73

B+ = 87-89 D+ = 67-69
B = 84-86 D = 64-66

School Psychology Students must get at least a B- in this course

Grade	Midterm	Final	Case Study	Issues of Power	Video & Self-assessment	Article	Consult Session
A	30-28	30-28	15-14	5	5	10-9	10-9
A-	27	27	13	4	4	8	8
B+	26	26	12	3	3	7	7
B	25-23	25-23	11	2	2	6	6
B-	22	22	10	1	1	5	5
C+	21	21	9			4	4
C	20-19	20-19	8			3	3
C-	18	18	7			2	2
D/F	17 or less	17 or less	6 or less	0	0	1	1

Assignments	Total Points	Example Grade	Points
Midterm	30	A	28
Final	30	B	25
Case	15	B	11
Power	5	B+	3
Self	5	A	5
Article	10	A	10
Consultation	10	A	9
TOTAL	100	A-	91

Textbooks: Available at Long's Bookstore

Psychological Consultation ^{or Collaboration} (2006). Sixth Edition. Duane Brown, Walter Pryzwansky, & Ann Shulte. Allyn & Bacon.

Additional Readings:

1. Best Practices in operating pre-referral intervention teams
2. Consultation through a multicultural lens: Multicultural and cross-cultural consultation in

- schools
3. Cultural modifications to current school-based consultation approaches reported by culturally diverse beginning consultants
 4. Erchul and Martens readings
 5. Secondary School Intervention Assistance Teams: Can they be effective?
 6. A comparison of school-based intervention teams: Implications for educational and legal reform
 7. Consultation, follow-up, and Implementation of behavior management interventions in general education

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Professional Statement:

As graduate students and future professionals in the field of psychology and for most, school psychology, you are required to obtain competencies in numerous areas including writing skills,

presentation skills, clinical skills, and research skills. Standards for this class are compatible with professional standards. You are expected to have a good understanding regarding ethics and standards set forth by the American Psychological Association and the National Association of School Psychologists. Your behavior and performance in this class must be consistent with the expectations set forth by the School Psychology Program Contract. You will be evaluated on various skills that are necessary to being a professional and competent psychologist. In addition to academic skills, and academic behaviors, you will also be evaluated on your professional judgment. Although there is no separate point allotment for professional conduct, your grade and success in this class can be influenced by poor professional judgment and conduct, and by poor academic performance and behaviors. These behaviors include, but are not limited to, working well with other professionals, other students, and clients, meeting deadlines for the class, dressing appropriately when working in the schools, and representing the school psychology program and the department in a professional manner. You are expected to behave like a professional and to engage in self-regulated learning while in this class. The instructor has the right to deduct points on an individual assignment or a final grade for unprofessional or unethical behavior of any kind. Depending on the severity of the violation, additional consequences may also be pursued.

**The Ohio State University
School Psychology Program
2007**

PAES 883 (3 quarter hours)

**School-based Consultation II: Implementing behavioral interventions
Spring, Tuesday, 9:30-11:48**

Instructor: Antoinette Miranda

Office Phone: 292-5909

Office Hours: Tues, 1-3; Wed, 10-12

Office: 288A Arps Hall

Email: miranda.2@osu.edu

Mission Statement for the School Psychology Program

The foundation for the school psychology program at The Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels.

Description/Rationale:

The course focuses on using the ecological consultation model as the foundation for the implementation of behavioral interventions both individual and group. Emphasis will be placed on understanding and evaluating the full range of non-disruptive and disruptive behaviors and how education personnel can best manage them. Exploration of the best empirically based intervention strategies will also take place.

Relationship to Other Course/Curricula:

This course has no relationship to other courses offered within or outside of the College

Knowledge, Skills, & Dispositions:

- Develop an understanding of current issues in academic, behavioral, and mental health services, including those related to assessment and interpretation, political/social issues, and new developments in empirically-supported interventions
- Develop an understanding for how theory on behavioral functioning relates to practice and data-based decision making
- Develop an understanding of how issues of diversity can influence the delivery of psychological services including behavioral interventions and consultation with teachers and parents
- Develop an understanding how developmental factors relate to the delivery of behavioral interventions.

- Develop an understanding of the importance of the unique challenges that children in urban settings experience and how these experiences relate to the implementation of behavioral interventions.
- Develop an understanding regarding empirically-supported interventions that address the behavioral needs of children
- Develop skills in creating, implementing, and evaluating interventions addressing behavioral issues for children
- Develop skills in applying the scientist-practitioner model in the creation of behavioral interventions (treatment efficacy)
- Develop basic skills in creating, implementing, and evaluating systems level interventions
- Develop skills in applying an ecological focus to the creation and evaluation of efficacious school-based interventions addressing the behavioral needs of children
- Develop skills needed to effectively implement interventions with a particular focus on treatment integrity and adherence
- Develop skills related to progress monitoring of behavioral interventions
- Develop skills to use appropriate technologies in the dissemination of information related to services in the schools
- Develop technological skills to make data-based intervention decisions and modify interventions
- Develop the necessary interpersonal skills to establish and maintain rapport, interview, motivate, and manage the behavior of examinees
- Develop skills needed to orally disseminate assessment results to clients and other relevant persons including parents and school personnel

Off-campus Field Experience: Participants will be expected to develop and implement an intervention in a partnership elementary school. Time in the schools will be approximately 10-15 hours over the quarter.

Diversity Statement:

The National Association of School Psychology, the American Psychological Association, and the American Counseling Association have explicit policies regarding issues related to race, gender, class, sexual orientation, disability, religion, etc. You may find this information in the APA publication manual, standards and ethics for each organization, and on the organizations' respective home pages. In this class, you will be expected to reflect the standards and ethics of your profession. Any use of written or verbal language should be consistent with that specified by APA, ACA, and NASP. These policies should also be reflected in your conceptualization of client needs, interpretation and use of assessment results, critical

analysis of assessment tools, and creation of services provided to clients. You will be evaluated accordingly on these skills.

Technology Statement:

To be consistent with professional standards, students may be expected to demonstrate certain technological skills in this class. These skills include using e-mail, searching the internet, and understanding basic word processing and power point. Students will also be expected to have e-mail accounts and access the school psychology list serve on a regular basis. Much of the out-of-class communication with students is done via e-mail. And students may also be required to download Work and Power Point documents for class.

COURSE SCHEDULE:

Week 1 March 27	Topics:	No Class: NASP
Week 2 April 3	Topics:	Course Overview; Case discussions, Response to Intervention (RTI) and the Problem Solving Model, Treatment acceptability and treatment integrity
Week 3 April 10	Topics:	Behavior Management, What is the Problem? Effective Classrooms and Effective Behaviors
	Readings:	J & A chapter 1 & 2 Goldstein-Chapter 2 & 11
Week 4 April 17	Topics:	Approaches to classroom management, Making classrooms work
	Readings:	J & A chapter 3 Goldstein chapter 8 & 10
Week 5 April 24	Topics:	Positive Behavior Support
	Readings:	J & P Chapters 4, 5, 7, & 8 Reading #3
	Assignment Due:	Assignment intervention #1
Week 6 May 1	Topics:	PBS in schools...what does it look like?
	Readings:	J & P Chapters 9 & 12 Reading #3
	Assignment Due:	Videotape due; treatment acceptability checklist
Week 7 May 8	Topics:	Tough behaviors, tough kids; Challenges in urban settings
	Readings:	Tough kids book, Goldstein, Chapter 5

		Reading #1 & 2
	Assignment Due:	Intervention assignment #2
Week 8 May 15	Topics:	Bullying, school violence, school safety, vandalism and Aggression, School wide discipline
	Assignment Due:	Case conceptualization-rough draft, treatment integrity
Week 9 May 22	Topics:	Evidenced based interventions: What does it really mean? Prevention practices. Case consultation (individual sessions, if needed)
	Assignment Due:	Progress monitoring data, treatment acceptability checklist
	Readings:	N/A
Week 10 May 29	Topics:	Presentation of interventions
	Assignment Due:	Behavioral Intervention presentation and the Case Conceptualization
Finals Week June 8	Topics:	No class! Have a great summer

Course Requirements/Evaluations

- Participants will conduct a behavioral intervention with an identified student or classroom using the ecological consultation model as a framework. You should provide an overview that addresses factors related to the presenting issue, unique dynamics of the classroom, specific characteristics of the client or the consultee, or certain demographics of the organization. In other words, you will be doing "case conceptualization". The intervention plan should be a description of your plan starting with goals. You should incorporate citations throughout your description to show the reader how you have used research to create your intervention. Be sure to identify the problems, the type of intervention you are choosing, provide evidence that it is empirically based, and a rationale for why you chose that intervention for the identified problem. Progress monitoring should be graphed weekly as well as a running record of your consultations with the teacher weekly. You need to also discuss how you ensured treatment acceptability and treatment integrity. An evaluation should be the final analysis that discusses the effectiveness or ineffectiveness of your intervention. Your behavioral case must include the following as well:
 - One videotaped consultation session.
 - One treatment integrity checks. This should be done by a classmate.
 - Two treatment acceptability checklist-midway through the intervention and at the end
- You will present your behavioral intervention at the College of Education Diversity Forum in the form of a Poster Presentation on May 4, 2007.

3. Participants will be provided a case scenario of a problem and asked to develop interventions.
Guidelines are included
4. Participants will write a brief paper on punishment-Guidelines are included
5. Participants will find a research article that details a classroom wide intervention that addresses a behavior problem-Guidelines are included-This assignment is for class discussion only.

GRADING PROCEDURES:

For each assignment, you will get a grade of A, A-, B+, and so on based on a set of criteria established for each letter grade. Each of those grades will be transformed into a number according to the following scale. Anything below a C- receives no points. Multiply each grade point (from the following table) by its weight for that assignment, and then sum all of those products. Pluses and minuses will be used on course assignments and the final grade for the course.

School Psychology Students must get at least a B- in this course

	Case	Poster	Intervention	Intervention	Participation
	Conceptualization	Presentation	Assignment #1	Assignment #2	
Grade					
A	52-50	17-16	10-9	10-9	10-9
A-	49	15	8	8	8
B+	48	14	7	7	7
B	47-45	13-11	6	6	6
B-	44	10	5	5	5
C+	43	9	4	4	4
C	42-40	8-7	3	3	3
C-	39	6	2	2	2
D/F	38 or less	5 or less	1 or less	1 or less	1 or less

Grading example

	Total	Example	
Assignments	Points	Grade	Points
Concep paper	52	A	50
Paper/Poster	18	B	16
pres			
Intervention	10	B+	7
assignment #1			
Intervention	10	A-	8
assignment #2			
Participation	10	A	9
TOTAL	100	A-	90

Final Grades

A	=	100-94
A-	=	93-90
B+	=	89-86
B	=	85-83
B-	=	82-80
C+	=	79-76

Textbooks:

Jackson, Lewis & Panyan, Marion Veeneman, 2002, Positive Behavioral Support in the Classroom: Principles and Practices.

Rhode, Jensen, & Reaves (1996). The tough kid book: practical classroom management strategies
Jensen, W. (1994). The tough kid tool box (optional)

Additional Readings:

See attached list

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Academic Integrity:

The School of Physical Activity and Educational Services has set forth clear policies and procedures regarding academic misconduct. These procedures can be found in the program handbook and the Patterns of Administration, and students are expected to read and follow these policies. All projects and tests will represent your own work. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.

Attendance:

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Reading List

Article #1	Cross Cultural Communication, conflicts in the classroom
Article #2	Urban teachers' professed classroom management
Article #3	PBS-School Psychology Review

Case Study Guidelines for Write-Up

Start out by using the outline “Process of Case Conceptualization”.

For the ecological analysis, discuss unique dynamics of the classroom (use Goldstein Chapter 2 & 11), specific characteristics of the client and or/consultee, school ecology, etc.

Write up the intervention. This should include:

Identified Problem, Baseline Data, Goal Statement, Detailed description of intervention, Consultant responsibilities, consultee responsibilities, treatment acceptability, treatment Integrity, and treatment evaluation

Cite research supporting what you have used for your intervention

Have some type of chart or graph to demonstrate baseline data collection as well as progress monitoring. Also provide examples of your mystery motivator charts or other things you used.

Discuss how you ensured treatment acceptability and treatment integrity. Include your treatment integrity checks.

Evaluate the effectiveness of your intervention. This includes a narrative description.

Discuss the consultation session held with your teachers. (This is based on weekly write-ups about your sessions)

Discuss the impact of culture, ethnicity, socioeconomic status on your case.

Finally, discuss your role as the consultant. What were your successes? What were your weaknesses?

YOU MUST ADDRESS EVERY AREA IN THE GUIDELINES. PLEASE PROOF READ YOUR PAPERS.

Paper/Poster Presentation

Your presentation should be presented on a tri-fold or bi-fold poster that you can purchase at Staples, Office Max, or the teacher store. Power point slides are very effective for displaying your information. Make sure passer-bys can see it. In other words, don't do small print. Your poster presentation should include background information, description of the problem, goal statement, chart of baseline data and progress monitoring, intervention plan, treatment integrity, and evaluation/conclusions. **DO NOT USE THE CHILD'S REAL NAME!** If you want to include pictures on your chart, please make sure you have permission.

Assignment #1-Choosing an intervention assignment

Joanie, a student in Mr. Jewel's class, is constantly asking, "What time is it?" She does this about 15 times a day. Mr. Jewel considers this to be attention getting behavior and wishes to eliminate it. He usually responds to Joanie's request by telling her the time. Using the example of Joanie, (a) design two interventions for eliminating the behavior choosing two of the four following intervention strategies and (b) discuss which of the intervention you think will be the most effective and the least effective.

- (a) Differential reinforcement
- (b) Reprimand
- (c) Extinction
- (d) Time-Out

Assignment #2-Punishment

Write a brief essay (250 words or less) emphasizing the pros and cons of using punishment in home and school. Include in this brief essay a minimum of two research articles or reference (i.e. textbook) that supports your position. (one for *pro* and one for *con*). Be prepared to have a 15 minute discussion on this topic in class.

Assignment #3-Classwide discipline intervention-For Class Discussion Only

Find a research article that describes a classroom wide or group behavioral intervention.

Answer the following questions:

What intervention strategy was used?

Who implemented the intervention?

Was it successful?

What is the setting? (urban, rural, suburban) and do you think it could be replicated successfully in another setting?

What is the level? (elementary, middle, high school)

Will the intervention only work at that level?

What did you like about the intervention?

How difficult would it be to implement in a classroom

YOUR CASE

1. By the first week of class, you should have completed the following:
 - a. Consulted with your teacher
 - b. Observed the classroom
 - c. Identified the problem
 - d. Collecting baseline data
2. By the third week of class, you should have started the intervention
3. I will provide you with teacher acceptability checklist
4. You must develop treatment integrity checklist and arrange for a classmate to do the treatment integrity
5. Remind teachers to turn in permission slips
6. Make arrangements to present your poster presentation at the Diversity Forum. It will be Friday May 3, 2007, 9:00 am. Plan to stay for lunch which is free
- 7.
8. I have markers as well as motivaders and triple tell timers
9. I will purchase counters if someone needs them

Websites you might want to check out
<http://www.disciplinehelp.com/teacher/>
and www.interventioncentral.com

**The Ohio State University
School Psychology Program**

**PAES 897 (3 quarter hours)
Psychological Services for Early Childhood Populations
Winter, Tuesdays 9:30-11:48**

Instructor: Antoinette Miranda

Office Phone: 292-5909

Office Hours: Tues, 1-3 and by appt

Office: 288A Arps Hall

Email: miranda.2@osu.edu

Mission Statement for the School Psychology Program

The foundation for the school psychology program at The Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels.

Description /Rationale:

“The passage of Public Law 99-457, in particular, offered a strong impetus for expanding research, practice, and training in school psychology to incorporate early childhood services.” (Gettinger, Elliot, & Kratochwill, 1992). Early intervention is an opportunity for young children to overcome obstacles that may block optimal development. Research has proven that low-income urban children are at greater risk for social, academic, and behavioral problems as early as preschool. The purpose of this course is to provide students with a knowledge base regarding the provision of comprehensive services to infants, toddlers, and preschool-age children and their families, particularly those who live in urban, underserved communities. The course emphasizes transdisciplinary and family centered approaches to early intervention through a continuum of coursework, field experiences, and in-service training on special topics related to children and their families

Relationship to Other Course/Curricula:

This course has no relationship to other courses offered within or outside of the College.

Knowledge, Skills, & Dispositions:

- Develop an understanding of factors that place a young child at risk for later developmental and mental health problems
- Develop interventions appropriate for birth-five, considering the child in the family context
- Develop an understanding of traditional as well as non-traditional assessment instruments with early childhood populations
- Develop an understanding of how developmental factors relate to psychological and psychoeducational assessment
- Develop an understanding how developmental factors relate to the delivery of academic, behavioral and mental health services
- Develop an understanding regarding the research on diversity as it relates to children in general and children with disabilities in particular
- Develop an understanding of local, state, and federal laws, rules, and regulations that affect the practice of school psychology with early childhood populations
- Develop skills to integrate parents into the design and delivery of academic, behavioral and mental health services with early childhood populations

Off-campus Field Experience: Participants will be expected to spend 10 hours observing/participating in the ECE program at MR/DD Johnstown Rd. and conducting 3 assessments at CDC Head Start throughout the quarter.

Diversity Statement:

The National Association of School Psychology, the American Psychological Association, and the American Counseling Association have explicit policies regarding issues related to race, gender, class, sexual orientation, disability, religion, etc. You may find this information in the APA publication manual, standards and ethics for each organization, and on the organizations' respective home pages. In this class, you will be expected to reflect the standards and ethics of your profession. Any use of written or verbal language should be consistent with that specified by APA, ACA, and NASP. These policies should also be reflected in your conceptualization of client needs, interpretation and use of assessment results, critical analysis of assessment tools, and creation of services provided to clients. You will be evaluated accordingly on these skills.

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Course Schedule for Early Intervention

Date	Topic	Assignments	Readings
Week 1	Early Intervention: Where we've been and where we're going; The law		Bowe: Chapters 2 and 4
Week 2	Contexts of early intervention; Early intervention settings	Visit to NICU-8:30 We will start class at 10:00	Readings #1, 2, 3, 4, 5
Week 3	Early childhood years: developmental issues	Quiz 1	Bowe: Chapters 1, 11, 12, 13, 14, 15
Week 4	Visit to MR/DD Johnstown Rd.- 8:30 Young children with disabilities		Same readings as week 3
Week 5	The Family and its role in early intervention	Quiz 2	Bowe: Chapter 5 and 10 Readings #6, 7, & 8
Week 6	Assessment		Bowe: Chapter 7 Reading #9
Week 7	Assessment	Quiz 3	Same readings as week 6
Week 8	Designing effective interventions	MR/DD visits completed Reflections due	Reading #10 Bowe: Chapter 8
Week 9	Transition to the public schools	3 assessment cases due	Reading #11
Week 10	Issues in early childhood: focus for the future	Issues summary report due	Bowe: 16

*** Please note that readings scheduled for the week are to be read for that class.**

The instructor reserves the right to modify the schedule in order to meet student needs. In the event that a scheduling change will occur, the class will be amply notified in advance.

Course Requirements/Evaluations

- A. Attendance is mandatory. Class participation is strongly encouraged . 10 points (10%)
- B. Students will spend 10 hours for the quarter observing and interacting in an ECE Classroom. Journal reflections should be written after every visit so as not to “forget” key aspects of your observations. Report format is provided 20 points (20%)
- C. Students will complete 3 Bracken assessments with Head Start children in G. Tyree Center. 30 points (30%)
- D. Students will complete the “Issues Summary Report”. Topics and guidelines are provided. 10 points (10%)
- E. Students will have 3 quizzes on material presented in the course lecture and from readings. 30 points (30%)

Grading Rubric

A = 95-100	C = 74-76
A- = 90-94	C- = 70-73
B+ = 87-89	D+ = 67-69
B = 84-86	D = 64-66

Textbooks and Readings:

Bowe, F.G. (2004). Early Childhood Special Education: Birth to Eight.

- #1 Family-Centered Services in the Neonatal Intensive Care Unit: A review of research
- #2 Mothers’ perceptions of their NICU experience 1 and 7 months after discharge
- #3 Neonatal Intensive Care: Mothers’ and fathers’ perceptions what is stressful
- #4 The National Head Start Program for Disadvantaged Preschoolers
- #5 Model Programs and service delivery approaches in early childhood education
- #6 Satisfaction and struggles: Family perceptions of early intervention services
- #7 Variables that influence collaboration between parents and service coordinators
- #8 Effects on the family as a system
- #9 The elements of early childhood assessment

#10 Designing effective interventions

#11 Transition

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Academic Integrity:

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**Issues Summary Report
And Bibliography Topics**

- ☐ **Current research in the field of early intervention**
- ☐ **Determinants of risk in infancy**
- ☐ **Issues surrounding preterm and low birthweight infants**
- ☐ **Developmental disorders in infancy**
- ☐ **Screening and assessment at-risk and handicapped newborns and infants**
- ☐ **Preschool behavioral intervention**
- ☐ **Issues in preschool assessment**
- ☐ **Preschool giftedness**
- ☐ **Preschool assessment of culturally and linguistically diverse children and/or urban children**
- ☐ **The impact of a disability on the family system**
- ☐ **Kindergarten readiness**
- ☐ **Early childhood and intervention programs (types of programs available)**
- ☐ **IFSP and IEP and overview and examples**
- ☐ **Laws related to the rights of children with disabilities and their families**
- ☐ **Legal and ethical issues in preschool assessment and screening**
- ☐ **Special education early childhood technology**
- ☐ **Early childhood adaptive development**
- ☐ **Early childhood cognitive development**
- ☐ **Early childhood physical development**
- ☐ **Early childhood communication development**
- ☐ **Early childhood social and/or emotional development**
- ☐ **Assessment of maltreatment and neglect in the preschool child**
- ☐ **Assessment of PDD spectrum disorders**

Issues Summary Report

Participants will learn the value of and skills for seeking answers to questions about pressing issues in the field of ECSE through a review of recent research and interviews with ECSE practitioners and families

Participants will follow the format provided: **Summarize in writing** (3 pages) the issue and current research and recommendations for dealing with it

Report should be: 3 pages double-spaced. A fourth page may be included for demonstrating an example or sharing a sample/data collected.

Title of Issue:

Major aspects to the issue: (insert names/titles of persons you interviewed about this topic). Describe why this topic is an issue for ECSE practitioners and/or families. Provide an example or attach sample/data to demonstrate the problem/challenge they face.

Applicable Theories/Models:

List the theories that are applicable to this issue

Applicable Legislation/Rulings:

Describe and cite the federal and state legislation that is applicable to this issue

Summary of Major Evidence/Research:

Describe, in bulleted statements, the most striking research findings related to this issue

Methodology Concerns/Limitations:

Describe in bulleted statements the limitations of the research to-date. This might include sample size, restricted samples, biased assessment/measures, etc.

Conclusions/Recommendations:

Describe what you perceive to be the best way to address the issue based on your review of the literature and interviews with practitioners/families. Think in terms of “therefore we should...”

References:

Use APA format to list the most pertinent and helpful references for further review by others

**Assessment Cases at CDC Headstart
Guidelines**

1. You will receive three names. All of your cases are in one center.
2. Each child will receive the following battery of tests:
 - a. Bracken Basic Concepts Scale
 - b. Human Figure Drawing
 - c. Motor test (to be completed by adaptive phys ed)
3. Use template provided for report

ECSE Observations Report Format

Program: Name/location of program visited

Dates of visits

Time you spent on site

First Name of ECSE Teacher

Describe what you have learned about the teacher's educational training for this job, Certifications and Continuing Education past the initial credential.

Interview Results: Describe/discuss the teacher's particular philosophy or theoretical orientation to the program or his/her practices. Note what is said vs what you have observed. You might explore how they think children learn best and the best models for meeting the needs of young children with disabilities.

Describe the current program model in terms of who attends, how many, when, how the program is organized, curricular and assessment practices, family roles, teaming etc.

Explore what role this teacher has and thinks she/he should play in assessment of children for initial placement, and IFSP/IEP outcomes/goals, program evaluation. Discuss the kinds of assessments/data collection (give an example) the teacher uses and for what purposes and when?

Discuss what this teacher believes are important skills for an ECSE teacher/professional to possess. Why?

How does the teacher view support services? (OT, PT, Speech, Psychology) How involved are they in the everyday classroom activities?

Engage in a discussion of current issues. What appears to be most important or pressing for this teacher or his/her program?

Observation Findings and your thoughts

Describe what you observed with commentary on how it matches with what you expected and what the teacher professed as a philosophy. You might want to focus on the following:

Teacher/Child ratios, disabled/typically-developing ratios, families, paras, "special education" going on, organization, activities, etc.

Overall

What was the most impressive aspect of interview/observation? The most questionable or distracting?

What would you look for or ask next time with this teacher/program? At another ECSE program?

What practices did you wonder about?

**The Ohio State University
School of Educational Policy and Leadership**

Ed. P&L 786: Introduction to Inquiry/Quantitative Methods

Lab instructor: Jianfang Liu
U G 05 Credit Hours

**SUMMER 2006: M W 12:00-1:48 P.M.
(8 Weeks Course)**

Required Lab Sections

Monday 2:00-3:30 p.m. or Wednesday 2:00-3:30 p.m.

**Get graph paper*
**Get simple calculator*

Instructor: Ayres D'Costa (292-7992) (E-mail: dcosta.1@osu.edu)
315A Ramseyer Hall

Office Hours: Before or after class; OR by appointment.

Description/Rationale:

This is a first course in educational statistics designed for graduate and advanced undergraduate students. It is intended to serve as an introduction to quantitative research methods. There are no pre-requisites other than an open mind to using high school algebra, and to working with a calculator and a personal computer. Students are expected to learn some basic statistical techniques, be able to compute these statistics by calculator, and to use a standard computer software package (SPSS) to conduct the same statistical analyses.

Students who take this course are automatically assigned to a Statistics Lab which meets once a week for 1½ hours.

Students who satisfactorily complete this course should achieve good statistical/research skills and insights.

Relationship to Other Courses/Curricula:

This course is a prerequisite to enroll in the following research methods courses:

Ed P&L 807 -- Educational Survey Research Methods
Ed P&L 808-810 -- Experiment Design in Education
Ed P&L 848 -- Educational Inquiry within the Affective Domain: Theory and Methods
Ed P&L 874 -- Item Response Theory (Rasch Model) Techniques for Competency Testing
Ed P&L 881 -- Applications of Regression Analysis to Educational Research

Course Objectives:

Students must be able to demonstrate the following theoretical understandings and practical skills/insights.

1. To manage simple data-sets for statistical manipulation, e.g. to edit, see trends, to prepare tables/graphs.
2. Examine research data to identify and present their characteristics in statistical terms.

3. To conduct statistical tests of significance (z-test, t-test) in simple univariate research designs.
4. To conduct simple correlational/association analyses, using Pearson r, Spearman rank-rule, chi-square.
5. To compute and interpret standardized scores.
6. To understand introductory concepts of probability as applied to binomial situations (multiple-choice tests), experiment-related sampling distributions, experimental power and error.
7. To appreciate the strengths, the assumptions and the limitations of research methods.
8. To acquire basic computational skills and insights needed in quantitative research methods.
9. To acquire basic computer and statistics software skills and insights.

Off-Campus Field Experiences:

Not applicable

Diversity:

The course content is designed, implemented, and evaluated in a manner that acknowledges how different teaching and learning styles are shaped by cultural and other influences. Students will develop the ability to adapt research instruction appropriately.

Technology:

Technology is a critical component of data analysis. The lab accompanying this course will be dedicated to technology applications useful to researchers and educators for data organization, analysis, display, interpretation, and presentation.

Schedule of Topics & Assignments:

Week 1: (Theory) *Introduction to course, hand calculator techniques, computer facilities, and SPSS software. Scientific methods, Sampling, Variables, Measurement Scales and Statistical Notation.*

Skills: Using a hand calculator.
Gathering data, coding, and developing a data-file.
Basic Algebra skills review (Appendix A).
Read Ch. 1.

Assignment 1I: Ch. 1, Problem #s 9, 17, 18, 23, 25. *Due week 2*
(Note: Appendix C provides answers for odd-numbered problems).

Starts week 2 (Lab)

Preparing Data-sets

Activities:

- ▶ Discussion of Lab requirements.
- ▶ Managing variables and data-sets view and variable view in SPSS.
- ▶ Review data-set to be used in Lab assignments.

Assignment 1L:

- ▶ Find/create an appropriate data-set, save it on a disk and bring it to the next Lab. Use specific guidelines given in the Lab.

Week 2: (Theory) *Descriptive Statistics*

Skills: Chs. 2, 3, 4.

Assignment 2T: Ch. 2, Problem #s 14, 18, 20, 24, 26.
Ch. 3, Problem #s 24, 25, 26.
Ch. 4, Problem #s 12, 22, 24. *Due week*

(Lab) *Descriptive Statistics*

Activities:

- ▶ Formats and organization of data-sets (Text, Excel, SPSS).
- ▶ Graphic and Tabular representations of data.
- ▶ Checking data quality (missing, extreme data, wrong).
- ▶ Learn new SPSS commands and work in small groups to address computational questions.

Assignment 2L:

- ▶ Run descriptive statistics with your own data-set and prepare a report based on research questions of your choice.

Week 3: (Theory) *Z-Scores, Probability*

Skills: Chs. 5, 6.

Assignment 3T: Ch. 5, Problem #s 4, 16, 21.
Ch. 6, Problem #s 10, 13, 15, 19. *Due week*

(Lab) *Tables and Graphs*

Activities:

- ▶ Discussion of Assignment 2L.
- ▶ Demonstrate ways to generate and interpret various types of tables and graphs.
- ▶ Learn new SPSS commands and work in small groups to interpret outputs.

Assignment 3L:

- ▶ Generate tables and graphs with your own data and interpret the graphs.

Week 4: (Theory) *Normal Distribution, Sample Means*

Skills: Ch. 7.

Assignment 4T: Ch. 7, Problem #s 8, 12, 16. *Due week*

(Lab) *Standardized Scores*

Activities:

- ▶ Review concepts of various types of standard scores used in tests.

Assignment 4L:

- Generate standard scores with your data.

Hypothesis Testing and Power

Skills: Ch. 8.

Assignment 5T: Ch. 8, Problem #s 9, 17, 22. Due Wed

MID-TERM EXAM. Complete problems with short-answer questions, using calculator.

- Bring**
- (1) Pencil with eraser, square-lined paper and calculator.
 - (2) A Xerox copy of statistics formulae as provided in inside cover of textbook with no additional notes.

(Lab) Midterm Exam (in Lab)

Week 5: (Theory) *The t-distribution*

Skills: Ch. 9.

Assignment 6T: Ch. 9, Problem #s 14, 19, 21. Due Wed

(Lab) *Inferential Statistics: One sample t test*

Activities:

- Review types of variables for one sample t-test.
- Discuss SPSS.
- Review assumptions of t-test.
- Learn new SPSS commands and work in small groups.

Assignment 6L:

- Choose appropriate variables in your own data set and run one-sample t-test. Report the results. Check assumptions.

Week 6: (Theory) *Using t-tests for two samples, independent and dependent.*

Skills: Chs. 10, 11, 12.

Assignment 7T: Ch. 10, Problem #s 13, 19.
Ch. 11, Problem #s 6, 15.
Ch. 12, Problem #s 11, 15. Due Wed

(Lab) *t-test with independent and dependent groups*

Activities:

- Review the difference between one sample, dependent and independent group t-test.
- Learn new SPSS commands and work in small groups.

Assignment 7L:

- ▶ Run the appropriate t-test (dependent or independent sample) with your data. Report the results. Check assumptions.

Week 7: (Theory) *Correlation and Regression*

Skills: Ch. 16.

Assignment 8T: Ch. 16, Problem #s 8, 13, 21, 23. *Due wed*

(Lab) *Correlation and Regression*

Assignment 8L:

- ▶ Review concepts of correlation and regression, including dummy coding.
- ▶ Explain assumptions of correlation/regression analysis.
- ▶ Discuss Final Project.
- ▶ Learn new SPSS commands and work in small groups.
- ▶ Run appropriate correlation and regression analysis with your own data.

Week 8: (Theory) *Chi-Square and other Non-Parametric Tests*

Skills: Chs. 17, 18, 19.

Assignment 9T: Ch. 17, Problem #s 7, 10, 15.
Ch. 19, Problem #s 9, 11. *Due wed*

(Lab) *Correlation and Regression*

Week 9: *Final Exam*

FINAL EXAM: **Comprehensive, with emphasis on second half of Quarter.**
You should bring (1) pencil with eraser, square-lined paper and calculator;
(2) A Xerox copy of statistics formulae as provided in inside cover of textbook with no additional notes; and
(3) A Xerox copy of the Normal Distribution Tables (Appendix B).

Course Requirements and Grading:

Requirements are the same for Undergraduates and Graduates.

There are two components for this course:

1. Theory (T) component, based on lectures/demonstrations, and requiring weekly assignments, a mid-term exam, and a final exam.

2. Lab (L) component, based on computer lab work using SPSS, requiring weekly assignments and a final project.

40 pts \Rightarrow (20%) 1. Neat, accurate and timely completion of all assignments (T&L).

Each assignment is due the following week. All "T" assignments must be completed on square-lined paper. See Schedule below for both T & L assignments.

36/30 pts \Rightarrow (20%) 2. Mid-term exam for T component.

40 pts \Rightarrow (40%) 3. Final exam for T component.

(20%) 4. Lab assignments, lab exams, and project.

Grades will be based on actual points earned as follows:

A: Above 93	B+: 87 - 89	C+: 77 - 80	D+: 70 - 71
A-: 90 - 93	B: 84 - 86	C: 75 - 76	D: 68 - 69
	B-: 81 - 83	C-: 72 - 74	E: Below 69

Required Text: Gravetter, F. J., & Wallnau, L. B. (2007). *Statistics for the Behavioral Sciences* (7th. edition). Belmont, CA: Wadsworth/Thomson Learning.

Bibliography/References:

Agresti, A. (1996). *An introduction to categorical statistics*. New York: Wiley.

Babbie, E. R., Halley, F., & Zoha, J. (2000). *Adventures in social research: Data analysis using SPSS for Windows 95/98*. Thousand Oaks, CA: Wadsworth Publishing.

Cramer, D. (1998). *Fundamental statistics for social research: Step-by-step calculation and computer techniques using SPSS for Windows*. New York: Routledge.

Dilorio, F. C. (1991). *SAS applications programming: a gentle introduction*. Boston: PWS-Kent Pub. Co.

Einspruch, E. C. (1998). *An introductory guide to SPSS for Windows*. Thousand Oaks, CA: Sage Publication.

Everitt, B., & Der, G. (1996). *A handbook of statistical analysis using SAS*. New York: Chapman & Hall.

Flury, B. (1997). *A first course in multivariate statistics*. New York: Springer.

Ghosh, S., & Srivastava, J. N. (1999). *Multivariate analysis, design of experiments, and survey sampling*. New York: Marcel Dekker.

Giri, N. C. (1996). *Multivariate statistics analysis*. New York: Marcel Dekker.

Gnanadesikan, R. (1997). *Methods for statistical data analysis of multivariate observation*. New York: Wiley.

Gravetter, F. J., & Wallnau, L. B. (2003) (6th Ed.). *Statistics for the behavioral sciences: A first course for students of psychology and education*. Belmont, CA: Wadsworth/Thomson Learning.

- Guy, D. M., & Carmichale, D. (2000). *The auditor's SAS field guide 2000*. New York: Chichester, Wiley.
- Harwell, M. R. (1998). Misinterpreting interaction effects in analysis of variance. *Measurement and evaluation in counseling and development*, 31(2), 125-136.
- Hutcheson, G., & Sofraniou, N. (1999). *The multivariate social scientists: Introductory statistics using generalized linear models*. Thousand Oaks, CA: Sage Publication.
- Kennedy, J. J., & Bush, A. J. (1985). *An introduction to the design an analysis of experiments in behavioral research*. University Press of America: Lanham, MD.
- Keselman, H. J., Huberty, C. J., & Lix, L. M. (2000). Statistical practices of educational researchers: An analysis of their ANOVA, MANOVA, and ANCOVA analysis. *Review of Educational Research*, 68(3), 250-286.
- Kirk, R. E. (1995). *Experimental design: Procedures for the behavioral sciences*, (3rd Ed.). Brooks/Cole Publishing Company.
- Marcoulides, G. S., & Herberger, S. C. (1997). *Multivariate statistical methods: A first course*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Neter, J. (1996). *Applied linear statistical models*. Chicago, Irvin.
- Norusis, M. J. (1998). *SPSS 10.0 guide to data analysis*. Upper Saddle River, NJ: Prentice Hall.
- Rose, D., & Oriol, S. (1999). *Introduction data analysis for social; scientists*. Buchingham (England), Philadelphia, Open University Press.
- Stevens, J. (1999). *Applied multivariate statistics for the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Sweet, S. A. (1999). *Data analysis with SPSS*. Boston: Allyn & Bacon.
- Tabachnick, B. G. (1996). *Using multivariate statistics*. New York: Harper Collins College Publishers.
- Verbeke, G., & Molenberghs (1997). *Linear mixed models in practice: A SAS-oriented approach*. New York: Springer.
- Vonesh, E., & Chinchilla, V. M. (1997). *Linear and nonlinear models for the analysis of repeated measurements*. New York: M. Deleres.

Statement of Student Rights:

Any student with a documented disability who may require special accommodations should self-identify to the instructor early as in the quarter as possible to receive effective and timely accommodations

**Course Syllabus
and
Lecture Notes**

AGR EDUC 885

RESEARCH METHODS



**Dr. Larry E. Miller
Course Instructor**

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College of Food, Agricultural, and Environmental Sciences
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2120 Fyffe Road
The Ohio State University
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Office Hours by Appointment

COURSE DESCRIPTION

Principles and techniques of research appropriate for planning, conducting, and reporting research

OVERALL COURSE GOALS

1. Alleviate any fear of research.
2. Teach students to conduct research.
3. Teach students to consumer research.

LESSON OBJECTIVES BY UNIT

UNIT I: The Research Process

The students will be able to:

1. Define research: process and product (ends sought).
2. Discuss the characteristics of research.
3. List and define the types of research; identify studies by purpose and type.
4. Compare problem solving and the research process.
5. Describe the sources of knowledge; define each.

UNIT II: The Research Proposal

The students will be able to:

1. List and describe the chapters and subsections of a research proposal (for thesis, dissertation or funding) and a research report in their proper order.
2. Describe the characteristics of an appropriate title.
3. Compare and contrast the styles appropriate for (1) a dissertation or thesis, (2) a research proposal, (3) a research report, (4) a professional paper, and (5) a journal article.
4. Distinguish (compare and contrast) among assumptions, limitations, and hypotheses.

UNIT III: Selecting and Defining the Problem

The student will be able to:

1. Describe three sources of research problems.
2. Describe factors to consider in choosing a problem.
3. Describe the process of developing a problem statement.
4. List the characteristics of properly stated problems.
5. Define related terminology.
6. List and define the types of independent variables.
7. Select independent and dependent variables from problem statements.
8. Write problem statements possessing the necessary characteristics.
9. Distinguish between independent variables and levels of independent variables.

UNIT IV: Obtaining Knowledge and Information—Reporting Related Literature

The student will be able to:

1. Describe objective reporting.
2. Compare and contrast findings, conclusions, and implications.
3. List factors used to describe the research of others in citing the work.
4. Discuss the role of related research in a research project.
5. Describe a good note-taking procedure.
6. Define a theory, a concept and a construct.
7. Describe the types of theories.
8. Describe the functions of theories.
9. Compare facts and theory.
10. Identify sources of related literature.
11. Make appropriate citations and bibliographic entries in a research report.

UNIT V: Objectives and Hypotheses

The student will be able to:

1. Write research objectives for survey, *ex post facto*, and experimental research.
2. Evaluate objectives for appropriate content criteria.
3. Develop a hypothesis.
4. Describe the relationship of theory to hypothesis development.
5. Discuss the testing of hypotheses.
6. Write null and alternative hypotheses for statistical testing.

UNIT VI: Descriptive Research

The student will be able to:

1. Describe the types of research regarding:
 - A. Purpose of each type.
 - B. Nature of independent variables.
 - C. Examples of each type.
 - D. Limitations or shortcomings of each type.
2. Describe the characteristics of survey research.
3. Outline and define the elements of the sampling process.
4. Outline a flow chart for direct (census) and indirect route (sample survey) inference, and define each element.
5. Evaluate survey research.
6. Outline the recommended steps in conducting a survey by mail.
7. List and define each error to survey research and describe how to control each error.

UNIT VII: Correlational and Ex Post Facto Research

The student will be able to:

1. Describe the features and limitations of *ex post facto* and relational research.
2. Describe how to control extraneous variables in relational research.
3. Describe the two questions to be addressed by relational studies.

UNIT VIII: Experimental and Quasi-experimental Research

The student will be able to:

1. For each threat to the internal and external validity of a study:
 - A. Define the threat and give an example of how it could occur.
 - B. Describe how to control each threat.
 - C. Identify threats in studies.
2. Define internal and external validity.
3. Identify, describe, and compare/contrast the pre-experimental, true experimental, and quasi-experimental designs discussed in class.
4. Select the most appropriate design for a study.
5. Describe the threats to validity of a design in class/via examinations/ in Chapter 3 (Methods) of a research proposal.

Evidence Used to Determine Course Grade

The grade you receive in this course will be based upon the following criteria:

<u>CRITERIA</u>	
Required	Points possible
1. Mid Term Exam	100
2. Final Exam	200
<u>Total</u>	300

The points you receive will be divided by the total possible to determine a percentage. Percentages associated with letter grades will be:

A = 92.5% +	A- = 90.0 to 92.49%	B+ = 87.5 to 89.99%
B = 82.5 to 87.49%	B- = 80.0 to 82.49%	C+ = 77.5 to 79.99%
C = 72.5 to 77.49%	C- = 70.0 to 72.49%	D+ = 67.5 to 69.99%
D = 60 to 67.49%	E = less than 60 %	

Students, who find they are unable to be at an examination session because of illness, extenuating circumstances, etc., should contact the instructor as soon as the condition becomes apparent. Extensions will be arranged where fair and practical within university guidelines. Grades are determined by performance on the examinations and **no** additional activities are available to earn other points.

Academic misconduct of any kind will not be tolerated. If students have questions about what activities constitute academic misconduct and what procedures are followed, they should consult with the instructor. Faculty Rule 3335-5-54 will be followed in cases of academic misconduct - "Each instructor shall report to the Committee on Academic Misconduct all instances of what he or she believes may be academic misconduct."

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment, we can discuss the course format, anticipate your needs and explore possible accommodations. I rely on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office of Disability Services, I encourage you to do so.

READING ASSIGNMENTS

*Ary, D., Jacobs, L., Razavieh, A. & Sorensen, C. *Introduction to Research in Education* (Seventh Edition). Belmont CA: Wadsworth, 2006.

UNIT	CHAPTERS
I The Research Process	1 & 2 [15, 16 & 17, not testable]
II The Research Proposal	4 & 18 [6, 7, 8, 9 & 19, not testable]
III The Research Problem	3
IV Objectives and Hypotheses	5
V Survey Research	14 [review 6 again , not testable]
VI Relational Research	12
VII Experimental Research	10 & 11

SUPPLEMENTAL REFERENCE LIST

These books are not required readings, but meant to provide a source to supplement your understanding from lecture or the required readings. All are in the OSU Library system but are not on closed reserve.

- Best, J. *Research in Education*. New York: Prentice-Hall, 1970.
 Borg, W. & Gall, M. *Educational Research*, 5th Ed., New York: Longman, 1989.
 Campbell, D. & Stanley, J. *Experimental and Quasi-experimental Designs for Research*. Skokie, IL: Rand McNally, 1966.
 Fox, D. *The Research Process in Education*. Chicago: Holt, Rinehart and Winston, 1969.
 Kerlinger, F. *Behavioral Research: A Conceptual Approach*. New York: Holt, Rinehart and Winston, 1979.
 Kerlinger, F. *Foundations of Behavioral Research*. New York: Holt, Rinehart and Winston, 1973.
 Krathwohl, D. *How to Prepare a Research Proposal*. Syracuse, NY: Syracuse University Book Store, 1976.
 Sax, G. *Empirical Foundations of Educational Research*. New York: Prentice Hall, 1968.
 Travers, R. *An Introduction to Educational Research*. Toronto: Macmillan, 1969.
 Tuckman, B. *Conducting Educational Research*. New York: Harcourt, Brace, Javanovich, Inc., 1972.
 Van Dalen, D. *Understanding Educational Research*. New York: McGraw-Hill, 1979.
 Wiersma, W. *Research Methods in Education*. New York: J. B. Lippincott, 1969.

STUDY AIDS

STUDY GUIDES

What: The study guides contain multiple-choice questions (with an answer key) that covers the material in the lecture notes; the units correspond to the units in the lecture notes.

Where: The study guides are in the back of the course packet.

MASTERY TESTS

What: Mastery tests use short case studies so you can apply the concepts of the course. Each case is followed by a series of multiple-choice questions, with the answers at the end of each test. Dr. Miller will indicate throughout the course **when it is appropriate** to do each of the Mastery Tests.

Where: The Mastery Tests are in the back of the course packet. Mastery Tests II, IIA, IIIA, IVA and V have audio discussions available examining why answers are correct or incorrect. You will need to download *Real Player* from the web to access these from your computer; notice that there is a free version and that version is all you need to have for these tapes. Once you have the *Real Player* downloaded, then you can open the following:

rtsp://streaming1.osu.edu/media/aed02au03/aed02-1.rm

rtsp://streaming1.osu.edu/media/aed02au03/aed02-2.rm

rtsp://streaming1.osu.edu/media/aed02au03/aed02-3.rm

rtsp://streaming1.osu.edu/media/aed02au03/aed02-4.rm

rtsp://streaming1.osu.edu/media/aed02au03/aed02-5.rm

(If you have any difficulty, contact Justin Troyer, Multimedia Technologies Specialist, Classroom Digital Media Distribution, troyer.48@osu.edu phone: 292-9689)

SAMPLE ARTICLE CRITIQUES

What: Two article critiques are available to serve as examples for the article critique assignments.

Where: The critiques are on closed reserve at the Agricultural Library*.

LECTURE VIDEOS

What: All lectures from a previous quarter are on videotape. They may be useful for making-up a missed lecture or just as review.

Where: Dr. Miller's Office. Call his secretary at 292-0450 to schedule an appointment time during regular office hours¹ as they cannot be taken from the department (204 AA).

PROGRAMMED UNITS

What: Each of the three programmed units present a research article or paper, followed by some multiple-choice-questions. Depending on your answer to each question, you are directed where to go in the unit for an explanation of that answer. The units incorporate many of the course concepts and are useful in preparing for the final exam.

Where: Units will be checked-out of and returned to Dr. Miller's office (204 AA). They are in the file cabinet on the north wall as you enter 204 AA – top file.

* Agricultural Library, 45 Agricultural Administration Building, 2120 Fyffe Road

Hours:

Mon - Thurs	8 am - 9 pm
Fridays	8 am - 5 pm
Saturdays	10 am - 2 pm
[Closed on football Saturdays]	
Sundays	2 pm - 9 pm

¹ The hours of the Department of Human and Community Resource Development are from 7:30 AM to 4:00 PM with a lunch hour from 11:30 AM to 12:30 PM when the offices could be closed.

CRITIQUING RESEARCH ARTICLES

Use these questions for all article critiques. Number and answer item-by-item; not in prose form. Answer the following questions yes or no and **explain** your answer!

I. What type of research most accurately describes this study?

II. THE PROBLEM

1. Was the problem clearly defined?
2. Were hypotheses, research questions, or objectives stated?
3. Was the problem logically deduced from some theory?
4. What is (are) the independent variable(s)?
5. What is (are) the dependent variable(s)?

III. THE DESIGN

1. Was an appropriate research design utilized to answer the problem?
2. Was the population studied clearly specified?
3. Were the sampling methods clearly outlined?
4. Was a control or comparison group chosen in the same manner and from the same population as the sample?
5. Were the treatments randomly assigned to the groups?
6. Did the study include a replication?
7. Was the alpha level specified *a priori*?

IV. THE PROCEDURE

1. Were treatments and/or data collecting methods described so that you could replicate the study?
2. Were the size and characteristics of the sample adequately described?
3. Were the treatments administered so that extraneous sources of error were either held constant for all groups or randomized among subjects within all groups?

V. THE MEASUREMENT

1. Was any evidence of the reliability of the measurements given?
2. Was any evidence of the validity of the measurements given?

VI. THE INTERPRETATION

1. Were the conclusions consistent with the obtained results?
2. Were the generalizations confined to the population from which the sample was drawn?

VII. GENERAL

1. Was this an important study? Why? (Your opinion).

Adapted from:

William W. Farquahr, and John D. Krumboltz, "A Check List Evaluating Experimental Research in Psychology and Education," *Journal of Educational Research*, LII (May, 1959) 353-354.

KEYS TO THE READING OF RESEARCH LITERATURE

1. It has long been known that ----- I haven't bothered to look up the original reference, but...
2. Of great theoretical and practical importance ----- interesting to me
3. While it has not been possible to provide definite answers to these questions ---- The experiment didn't work out, but I figured I could at least get a publication out of it.
4. The W-Pb system was chosen as especially suitable to show the predicted behavior----The fellow in the next lab had some already made up.
5. Three of the samples were chosen for detailed study ----- The results on the others didn't make sense.
6. Accidentally strained during mounting ----- dropped on the floor
7. Handles with extreme care throughout the experiment ----- not dropped on the floor
8. Typical results are shown ----- The best results are shown.
9. Agreement with the predicted curve is:
 - Excellent ----- fair
 - Good ----- poor
 - Satisfactory ----- doubtful
 - Fair ----- imaginary
10. It is suggested that ----- It is believed that
It may be that ----- I think
11. It is generally believed that ----- a couple of other guys think so too
12. It is clear that much additional work will be required before a complete understanding --- I don't understand it.
13. Unfortunately, a quantitative theory to account for these results has not been formulated ----- Neither does anybody else.
14. Correct within an order of magnitude ----- wrong
15. Thanks are due to Joe Glotz for assistance with the experiments and to John Doe for valuable discussion -----Glotz did the work and Doe explained what it meant.

The Physical Educator, 19:3 (Oct., 1962), p. 103.

"PICKLES"

PICKLES WILL KILL YOU! Every pickle you eat brings you nearer to death. Amazingly, the "thinking person" has failed to grasp the terrifying significance of the term "in a pickle." Although leading horticulturalists have long known that *Cucumis sativus* possesses an indehiscent pepo, the pickle industry continues to expand.

Pickles are associated with all major diseases of the body. Eating them breeds wars and Communism. They can be related to most airline tragedies. Auto accidents are caused by pickles. There exists a positive relationship between crime wave and consumption of this fruit of the cucurbit family. For example:

Nearly all sick people have eaten pickles. The effects are obviously cumulative.
99.9% of all people who die from cancer have eaten pickles.
100% of all soldiers have eaten pickles.
96.8% of all Communist sympathizers have eaten pickles.
99.7% of the people involved in air and auto accidents ate pickles within 14 days preceding the accident.
93.1% of juvenile delinquents come from homes where pickles are served frequently.

Evidence points to the long-term effects of pickle eating:
Of the people born in 1839 who later dined on pickles, there has been 100% mortality.

All pickle eaters born between 1849 and 1859 have wrinkled skin, have lost most of their teeth, and have brittle bones and failing eyesight--if the ills of eating pickles have not already caused their death.

Even more convincing is the report of a noted team of medical specialists: rats force-fed with 20 pounds of pickles per day for 30 days developed bulging abdomens; their appetites for wholesome foods were destroyed.

In spite of all the evidence, pickle growers and packers continue to spread their evil. More than 120,000 acres of fertile U.S. soil are devoted to growing pickles. Our per capita consumption is nearly four pounds.

Eat orchid petal soup. Practically no one has as many problems from eating orchid petal soup as they do with eating pickles.

From: "Cyanagrams," a publication of the American Cyanamid Co.

THE USES OF STATISTICS

J. D. Ketchum

Statistics are a wonderful thing
If you know how to use them;
No matter how weak your findings are
The staff will think them up to par
If you borrow enough from McNemar --
They'll never dare refuse them;

An unfamiliar formula
Will muzzle the best professor;
Of that there is no manner of doubt,
No possible, probable shadow of doubt,
No possible doubt whatever!

Analysis of variance
You may be urged to study;
But before you start you should say your prayers
Or degrees of freedom will unawares

Get tangled up with the sums of squares
In a mess that's perfectly bloody;

You'll get a different "F" each time
Unless you're terribly clever;
Of that there is no manner of doubt,
No possible, probable shadow of doubt,
No possible doubt whatever!

To get your lousy thesis passed
This recipe's the neatest:
If the data simply don't make sense
Just pick two numbers in self-defense
And have a go at their difference
With a simple little t-test;

A "p" that's less than point .01
Will be rejected never;
Of that there is no manner of doubt,
No possible, probable shadow of doubt,
No possible doubt whatever!

Quoted from: *The Educational Record of the Providence of Quebec*: 76:112 (July-September, 1960).

SYMBOLS COMMONLY USED IN RESEARCH

[Can't use these in formal writing (like dissertation); okay in some journals, abstracts and summaries.]

<u>SYMBOL</u>	<u>MEANING</u>
N	number of subjects in population
n	number of subjects in a sample
S	a subject (singular)
Ss	subjects (plural)
p	proportion; probability level, alpha level
α	alpha level (Type I error rate)
P	percentage
EU	experimental unit
X	independent variable (treatment)
Y	dependent variable
E	experimenter or experimental group
C	control group
H ₀	null hypothesis
H _a or H ₁	alternative hypothesis #1
H _{a'} or H ₂	alternative hypothesis #2
R	randomization
O	observation, test, dependent variable

There are numerous symbols used in statistics. Just a few of the common ones are:

Descriptive statistics

f	frequency, number in a group or at a score
Σ	sum, to add up
M	mean, average of a set of numbers for a sample (Roman/English/Latin letters are used with statistics. Statistics are characteristics of a sample.)
μ	(Mu) mean, average for a population (Greek letters represent parameters. Parameters are characteristics of a population.)
Me or Md	median (50th percentile), middle score
Mo	mode, most frequently occurring score
S or SD; σ	standard deviation (sigma for parameter)
S^2 ; σ^2	variance
S.I.R.	semi-interquartile range
C	centiles
X	score
x	score minus mean (X-)
Z	standard score with $= 0$, $SD = 1$
T	standard score with $= 50$, $SD = 10$

Correlations

r ; ρ	(Rho for parameter) Pearson product moment correlation
r_b	biserial correlation
r_{pb}	point biserial correlation
ϕ	Phi correlation coefficient also called Fourfold coefficient
η (Eta)	Eta correlation coefficient
$r_{12.3}$	partial correlation; Correlation of 1 on 2 with effect of characteristic 3 partialled out
P (Rho)	Spearman rank-order correlation coefficient
T (Tau)	Kendall's Tau correlation between ranks
T_b	correlation for square contingency tables
T_c	correlation for rectangular contingency tables
W	Kendall's coefficient of concordance

Inferential statistics

t	t-test
z	z-test
df	degrees of freedom
F	F test from Analysis of Variance (ANoVa)
X^2	Chi square test (plus many, many others)

"Write Dazzling Plans Effortlessly"

In its never-ending search for dealer aids, the following system is offered for wording your business communications in a fashion which will dazzle your superiors and fellow workers. It's called the "Systematic Buzz Phrase Projector for Planningsese." Here's how it works: Think of any three-digit number, then select the corresponding buzzword from each column. You will derive a planning phrase that can be dropped into a report with guaranteed ring of decisive, knowledgeable authority.

0-integrated	0-management	0-flexibility
1-systematized	1-organizational	1-capability
2-functional	2-reciprocal	2-concept
3-synchronized	3-logistical	3-projection
4-balanced	4-incremental	4-contingency
5-strategic	5-transitional	5-assumption
6-fourth-generation	6-policy	6-objective
7-alternative	7-environmental	7-process
8-interrelated	8-creative	8-probability
9-optimum	9-coordinative	9-resources