

# Foundations of School Psychology

PSYC 5360-110, CRN 80376,

Texas A&M University-Central Texas

Tuesday 6-9 PM Fall 2018

## **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Dr. Coady Lapierre, LSSP

**Office:** 318 G Warrior Hall

**Email:** [lapierre@tamuct.edu](mailto:lapierre@tamuct.edu)

### **Office Hours:**

Tuesday and Wednesday 1 to 5 PM

### **Mode of instruction and course access:**

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System

[<https://tamuct.instructure.com>].

### **Student-instructor interaction:**

For appointments or questions outside of class, the preferred contact method is email to [lapierre@tamuct.edu](mailto:lapierre@tamuct.edu). Students can expect replies within 2 business days.

### **911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **COURSE INFORMATION**

### **Course Overview and description:**

Students will demonstrate mastery of the following:

An ability to identify ethical principals involved in various situations.

An understanding of basic legal requirements of School Psychologists.

An ability to articulate the role of a School Psychologist.

Course Objective: To understand the process of assigning a correct diagnosis that will lead to effective treatment of psychological issues.

**Student Learning Outcomes:**

This course addresses NASP Standards for Graduate Preparation of School Psychologists 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 and 2.10. Standards are evaluated by weekly quizzes and the Final Exam.

**2.2 Consultation and Collaboration**

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

**2.3 Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

**2.4 Interventions and Mental Health Services to Develop Social and Life Skills**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**2.5 School-Wide Practices to Promote Learning**

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**2.6 Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

## 2.7 Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

## 2.8 Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

## 2.9 Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

## 2.10 Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills

**Required Reading and Textbook(s):**

Fagan, T. K., & Wise, P. S. (2007). School psychology: Past, present, and future (3<sup>rd</sup> ed.) National Association of School Psychologists.  
**ISBN 978 0-932955-71-5**

Jacob, S., Decker, D. & Lugg, E. (2016). Ethics and law for school psychologists (7<sup>th</sup> ed.) Wiley & Sons, Hoboken, New Jersey.  
**ISBN 978-1119157069**

**Textbook** (Recommended):

Thomas, A. & Grimes, J. (2014). Best Practices in School Psychology  
Bethesda, MD: NASP.  
**ISBN 978 0 932955-52-4**

**COURSE REQUIREMENTS**

Course Requirements:

Course Grades:	Points	Final Grade:	
Weekly quizzes (5 pts x 10 quizzes)	50 pts.	90-100 pts.	A
Professional Interview	20 pts.	80-89 pts.	B
Presentation	20 pts.	70-79 pts.	C
Final	10 pts.	60-69 pts.	D

**Grading Criteria**

**Presentation:**

One topic will be assigned to each student. The student will create an online presentation that presents a comprehensive overview of their assigned topic. The presentation should include resources for more information about the topic.

**Grading Rubric:**

- Correct citation of resources (showing where all information comes from): 7 pts.
- Depth of presentation (level of detail included, number of references): 6 pts.
- Clarity (easy to understand): 5 pts.
- Style (professional appearance): 2 pts.

**Weekly Quizzes:**

Quizzes will cover assigned readings and lecture material. Students are expected to take all quizzes as scheduled. It is the student's responsibility to contact the professor to arrange alternative times to take quizzes. This should be completed in advance of scheduled class times.

**Professional Interview:**

Students will find and interview a working LSSP and submit a 2-4 page paper and present their finding to the class. Topics covered will include assigned duties, caseloads, challenges and opportunities within their district, typical daily schedule, starting salaries for LSSPs, number of contract days and the role research plays in their practice.

**Final:**

The final exam will consist of questions from the weekly quizzes.

**Posting of Grades**

All class grades will be posted in Canvas, normally within 2 weeks of submission.

**COURSE OUTLINE AND CALENDAR****Complete Course Calendar**

	Tuesday	Topic	Fagan	Jacob
Week 1	8/28/2018	Introduction & History	Chap. 1 &	
Week 2	9/4/2018	Employment issues	Chap. 3	
Week 3	9/11/2018	Roles and Functions	Chap. 4	
Week 4	9/18/2018	Accountability	Chap. 5	
Week 5	9/25/2018	Preparation and Training	Chap. 6	
Week 6	10/2/2018	Practicum and Internship	Chap. 8	
Week 7	10/9/2018	Ethics in School Psych	Chap. 7, Ap. D	Chap.1, Ap.A&B
Week 8	10/16/2018	School Psych Law		Chap. 2
Week 9	10/23/2018	Professional conduct ( <b>TASP</b> )		Chap. 3
Week 10	10/30/2018	IDEIA		Chap. 4
Week 11	11/6/2018	Section 504 & ADA		Chap. 5
Week 12	11/13/2018	Assessment		Chap. 6
Week 13	11/20/2018	Interventions		Chap. 7
Week 14	11/27/2018	Indirect services ( <b>Class Online</b> )		Chap. 8, 9
Week 15	12/4/2018	Supervision		Chap. 10 & 11
Week 16	12/11/2018	Final Exam		

**Important University Dates:**

August 27, 2018      Classes Begin for Fall Semester

August 29, 2018      Deadline for Add, Drop, and Late Registration for 16 Week Classes

September 3, 2018      Labor Day

September 12, 2018	Deadline to drop 16-Week Classes with No Record
October 5, 2018	Deadline for Graduation Application for Ceremony Participation
November 1, 2018	Deadline for GRE/GMAT Scores to Office of Graduate Studies
November 9, 2018	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 12, 2018	Veterans Day (Observed) - No Class
November 16, 2018	Deadline for Final Committee-Edited Theses with Committee Approval
November 22, 2018	Thanksgiving
November 23, 2018	Thanksgiving
December 14, 2018	Commencement Ceremony Bell County Expo Center 7:00 p.m.
December 14, 2018	Deadline for Applications for \$1,000 Tuition Rebate for Fall Graduation
December 14, 2018	Deadline for Fall Degree Conferral Applications to the Registrar's Office.
December 14, 2018	Deadline to Withdraw from University for 16 week Classes
December 14, 2018	Fall Semester Ends

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid

and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. Note: To ensure that appropriate accommodations can be provided, students in this class who have registered with the Office of Access and Inclusion (OAI) and are in need of accommodations should present faculty with documentation of their need (i.e., the letter from the OAI) at least one week prior to the date an exam or assignment is due.

For more information please visit our Access & Inclusion web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay,



proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

While this syllabus represents the direction and scope of this course, it is subject to change.