

**CPSE 606**  
**Psycho-Educational Foundations**  
**Winter Semester 2022**  
**Thursday, 9:00-11:50 am MCKB 331**

Instructor: Blake Hansen, PhD  
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 801-422-4691 (office)

**Office hours:**

NOTE: Faculty meetings are held on the 2nd and 4th Tuesdays of each month from 12:00-2:00pm.  
 If you need to meet with me, please call or email to set up an appointment.

**REQUIRED READING & TEXT BOOKS:**

- (1) Spring, J. (2019). *American education* (Sociocultural, Political, and Historical Studies in Education; 19th ed.). Routledge. ISBN-13: 978-1138087255
- (2) Thomas, A., & Grimes, J. (2014). *Best practices VI*. Bethesda, MD: National Association of School Psychologists. (Selected chapters)—NOTE: a hard copy of these books are in my office. [selected chapters from BEST PRACTICES]
- (3) Twachtman-Cullen, D. (2011). *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. San Francisco, CA: Jossey-Bass. ISBN-13: 978-0470562345

**REQUIRED INTERNET READINGS:**

- UT State Board of Education Special Education Rules (previously called the BLACK BOOK)—This 227-page booklet is available online.  
<https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507>
- Positive Behavioral Supports and Least Restrictive Behavioral Interventions (LRBI) (65-page booklet)  
[http://iseesam.com/content/teachall/text/rules/lrbimanual\\_02.pdf](http://iseesam.com/content/teachall/text/rules/lrbimanual_02.pdf)
- Supplemental Resources—examples of materials that could be used as part of LRBI (30-page booklet) On page 29 there is a list of additional resources and websites related to positive behavior supports, FBA, BIPs, and working with students with behavioral and emotional challenges  
[http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/lrbiresource\\_02.pdf](http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/lrbiresource_02.pdf)
- *The Professional Standards of the National Association of School Psychologists* (2020) —Click “2020 Standards.”  
<https://www.nasponline.org/standards-and-certification/professional-ethics>

**SUPPLEMENTAL READING incorporated into discussions and lectures:**

- Jacob, S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, NJ: Wiley. ISBN-13: 978-1119157069
- Feuer, M. J., Berman, A. I., & Atkinson, R. C. (Eds.). (2015). *Past as prologue: The National Academy of Education at 50. Members reflect*. Washington, DC: National Academy of Education. Retrieved from <http://www.colorado.edu/education/sites/default/files/attached-files/PastAsPrologue%20-%20Shepard.pdf>
- UT Fingertip Facts <https://www.schools.utah.gov/fingertipfacts>
- Office of Special Education Programs (OSEP) <http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>
- US Department of Education homepage <http://www.ed.gov/>
- NCES National Center for Education Statistics <http://nces.ed.gov/>
- Utah State Office of Education <http://www.schools.utah.gov/main/>
- Utah State Office of Education Special Education Services <https://www.schools.utah.gov/specialeducation>
- UTAH Special Education FORMS <https://www.schools.utah.gov/specialeducation/resources/lawsrulesregulations>

NOTE: Click the IEP button, go down to 5 on the list ---review the 5a through 5n forms

## COURSE DESCRIPTION

This course provides an overview of the expanding field of School Psychology, the advances in the professional role of the School Psychologist as a collaborative reflective decision-maker and data-oriented problem solver. This course reviews information and investigates numerous topics related to the profession of School Psychology including the historical development and merging of education and psychology. In particular this course investigates the following topics: an historical understanding of public education; graduate training and models of professional preparation; practical information related to licensure, certification, and accreditation; diversity of job settings and professional opportunities; diversity of client populations served (teachers, parents, students); past and current research publications related to education and special education; internet resources and the growing role of technology with related school-based intervention and practice; legal and ethical dilemmas facing school psychologists; and special education laws and policies relevant to the practice of school psychology (focusing on Utah and Federal laws). During this course, students investigate and discuss their observations of a variety of educational and psychological programs and practices (at the program/school-wide level and individual one-on-one services).

Additionally, this course investigates how the profession of School Psychology interfaces with organizations and systems, inclusive of the individual, family, school system, and community. Of particular importance, this course also focuses on how special education guidelines, practice, professional ethics, and law impact the manner in which services are offered to meet the educational and social emotional needs of students. Practical applications of special education services in school settings are discussed, including the process of identifying and tracking student needs, assessing for educational disabilities and determining the need for special education services, understanding and writing IEP goals, and identifying research-based interventions for individuals, groups, and systems.

## LEARNING OBJECTIVES

Please refer to the chart (below) which lists course objectives, learning activities associated with those objectives, and method of assessing students' skills. Although a variety of topics are covered, the major focus is on two NASP domains: Domain V (School-Wide Practices to Promote Learning) and Domain X (Legal, Ethical, and Professional Practice).

**Learning Suite or 606 GOOGLE FOLDERS:** During the semester students will organize an electronic file of handouts and resources covered in the class. Additionally, the student's google folder will include the student's assignments, reflective class and reading notes, work samples to provide evidence of proficiency in meeting 606 learning objectives. The student's Dropbox folder serves two purposes: (a) evidence of student knowledge and skills related to the learning objectives and (b) an organized resource for future use.

NASP DOMAIN	Learning Objective	Learning Activity or Assigned Reading	Assessment of Student's Knowledge and Skill
DOMAIN X Legal, Ethical, and Professional Practice	(1) HISTORY: Students will demonstrate knowledge of history regarding important events and key individuals who were critical in developing the American educational system and the profession of Psychology, specifically School Psychology.	Assigned readings and in-class activities and discussion; activity that problem solves with the steps provided in resolving an ethical dilemma	Quizzes; midterm and final exam--earning a minimum overall score of 83%; and organized materials in Dropbox folder

<p><b>NASP Domain X</b> Legal, Ethical, and Professional Practice</p>	<p>(2) EDUCATIONAL LAW AND ETHICAL STANDARDS: Students will identify the major special education laws and ethical codes guiding the practice of School Psychology. Students will identify and understand the common ethical and legal dilemmas in school settings.</p>	<p>In-class review of state and federal education law; review of NASP ethical guidelines; assigned readings; review of steps for resolving ethical dilemmas; discussing ethical and legal scenarios; in class activities and discussion; in-class review of special education readings; and weekly review of current legal and controversial issues in education (hot topics)</p>	<p>Quizzes; midterm and final exam--earning a minimum overall score of 83%; and organized materials in Dropbox folder</p>
<p><b>NASP Domain V</b> School-Wide Practices to Promote Learning</p>	<p>(3) TERMINOLOGY: Students will identify and understand the meaning of special education terms commonly used in school settings.</p>	<p>Readings, class discussion, acronym game</p>	<p>Quizzes; midterm and final; and students will include a list of special education and school psychology terminology and acronyms in their Dropbox folder</p>
<p><b>NASP Domain V</b> School-Wide Practices to Promote Learning</p>	<p>(4) EDUCATIONAL DISABILITIES: Students will demonstrate knowledge of 13 areas of disabilities described in federal and state guidelines; identify assessment tools commonly used in identifying these disabilities; and describe associated educational needs.</p>	<p>Assigned readings and in-class activities</p> <p>Review and discuss Utah Special Education Rule Book and Federal regulations regarding students with special education needs</p> <p>Class discussions regarding practical aspects of identifying and serving students with disabilities</p>	<p>Weekly quizzes; midterm and final exam--earning a minimum overall score of 83%; and organized materials in Dropbox folder</p>
<p><b>NASP Domain V</b> School-Wide Practices to Promote Learning</p>	<p>(5) DISCIPLINE, LRE, and PBS (PREVENTION): Students will learn strategies to prevent and manage student behavior problems.</p>	<p>Readings, learning activities, and group discussion associated with investigating SWPBS, the effectiveness of discipline strategies, and the impact of alternative educational settings and programs in meeting extreme student behavioral challenges.</p> <p>Class discussion on Behavioral Intervention Plans for students who have challenging behaviors (those identified with special education needs and those served in general education).</p>	<p>Quizzes; midterm and final exam--earning a minimum overall score of 83%; and organized materials in Dropbox folder</p>

<p><b>DOMAIN VIII:</b> Diversity in Development and Learning</p>	<p>(6) DIVERSITY: Students will describe the diversity represented in today's schools, including students and families served and the staff and professionals serving children (ethnic, linguistic, religious, special education needs and numbers of students and staff). Students will explain the implications of how diversity impacts communication and service delivery.</p>	<p>Review info on NCES website and UT Fingertip facts (ethnicity, disabilities, poverty); Assigned readings and in-class discussion regarding the sensitivity and skills needed to effectively communicate and collaborate with individuals from diverse backgrounds; Identify and discuss barriers to seeking services (educational and mental health-related)</p>	<p>Quizzes; midterm and final exam--earning a minimum overall score of 83%; and organized materials in Dropbox folder</p>
<p><b>NASP Domain V</b> School-Wide Practices to Promote Learning</p>	<p>(7) RESOURCES FOR TEACHERS AND PARENTS---HANDOUTS: Students will identify and assess a list of research-based internet resources (websites and handouts) which address a variety of academic and social-emotional challenges.</p>	<p>Gathering and sharing handouts in class (hot topics; discussion of class handouts and Internet resources for parents and teachers). Topics will include behavioral interventions, academic interventions, strategies for improving social skills, etc.</p>	<p>Student will include the following elements in the Dropbox folder: Internet links (and brief description of resources) and organized handouts for parents and teachers on specific topics</p>
<p><b>NASP Domain V</b> School-Wide Practices to Promote Learning</p>	<p>(8) PERSONAL IEP: Students will identify specific ways to expand their understanding of schools, the education system and organization, special education services, educational practices, and mental health services in schools</p>	<p>Students will develop a personal "IEP" to identify areas of weakness in their initial knowledge base concerning their understanding of school organization, special education services, responsibilities and roles of staff and administration, and school policy. Students will identify experiences that they will participate in to address these areas of weakness. These experiences will be discussed in class (group learning activity).</p>	<p>Objectives and associated activities (addressed in the personal IEP) will be described and included in the Dropbox folder</p>

## **COURSE REQUIREMENTS**

**READING:** Students are required to read weekly assigned readings and explore related topics on the internet (state and national education websites) --aligned with course topics/objectives.

**EXPERIENTIAL LEARNING:** Students will list their experiences that align with their personal goals for the class (the student's personal IEP). Experiences will include a variety of pre-planned activities, including observing school psychologists and other professionals in public school/educational settings.

For each class period (identified by date and lecture topic), students will take notes and will include these notes in their personal folder in the 606 Dropbox folder. These notes are for individual use and are acceptable in bullet point format.

**ASSESSMENT OF LEARNING:** In-class exams (midterm and final exam) and weekly quizzes will assess students' knowledge gained from reading assigned readings and participating in class discussions and learning activities.

**ELECTRONIC Dropbox folder:** Each student will collect and organize class assignments. In the individual Dropbox folder, students will include personal class notes summarizing key information and handouts and resources reviewed in lectures and presentations (comments regarding material presented in class). Dropbox folder content must address the 8 major objectives listed in chart (learning objectives). The finalized student Dropbox folder is due on the date/time of the final exam. The Dropbox folder must be in an electronic format.

**30 Hours of School-Based Experiences:** Students will select, carry out, and then briefly describe their weekly school based experience (related to each student's "personal IEP"). A short summary of these learning activities will also be included in the Dropbox folder. This information will also strengthen students' learning by summarizing specific topics, concerns, and insights.

**Two Class Presentations:** During the semester each student is responsible for **one week's** topic from the course lecture topics (**Best Practices Readings**) and one historical person or historical event (**Historical Reading**). These are not necessarily on the same day. Students will prepare a **20- 30-minute class presentation** summarizing the Best Practices Readings. Students will prepare a **10- to 15-minute presentation** on the Historical Reading. For each of the presentations, the presenting student is responsible for submitting a short summary: (a) 1-2 page summary of the **Best Practices Readings** (may include Websites and additional information if desired) and (b) 1 page summary of the **Historical Reading**. For each presentation classmates and professor will offer supportive feedback to presenters. (Grading/feedback rubric is included in syllabus.)

**Midterm and Final Exam:** Students are also required to complete a **midterm** and a **final examination**. These exams cover topics addressed in readings and class discussions. The midterm will consist of a short list of questions that require brief responses and 2 more lengthy essay questions on the required readings. The final exam will consist of completing a list or requirements for the class, listed below. These assignments cover basic concepts, synthesizing the information reviewed during the semester.

## **COURSE GRADING SYSTEM**

4.0	A	94 - 100 points	(94 - 100%)
3.7	A-	90 - 93.9 points	(90 - 93%)
3.4	B+	87 - 89.9 points	(87 - 89%)
3.0	B	83 - 86.9 points	(83 - 86%)
2.7	B-	80 - 82.9 points	(80 - 82%)

### **Evaluation of knowledge, skills, and disposition:**

Student performance, specifically in the areas of knowledge, skills, and professional disposition, will be assessed during the course. This information will be formally reviewed during the end-of-semester faculty evaluations of student progress. Additionally, students will receive feedback regarding their standing midway through the course and also at the end of the semester after all course assignments are graded. If a student's performance is unsatisfactory in any of these three major areas (knowledge, skills, and disposition), the professor will set up an interview with the student to discuss a remediation plan.

**(1) Knowledge base:** Students earning a semester total of less than a B (less than 83%) on their assigned readings, presentations, and reaction papers, and below 83% on their final exam score will be considered *unsatisfactory* in their knowledge base. *Marginal* performance will be designated to students earning 83 - 86.9% on the average score of their assignments **or** on their final exam.

(2) In order to assess **skills**, students will be provided with both peer and professor's feedback on class presentations. Students will also self-evaluate their own work, noting strengths and weaknesses and setting goals for improvement.

NOTE: During practicum and internship, students' developing professional skills will continue to be evaluated.

(3) **Professional disposition** will be assessed in terms of promptness to class (attending on time); quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters (as demonstrated in class comments and written assignments); sensitivity to multicultural considerations and individual diversity (as demonstrated in class comments and written assignments); consistency of attention and interpersonal involvement in class; openness/responsiveness to professor and peer-feedback regarding professional disposition; and cooperation and collaboration in group learning activities.

**Note:** Attending class and arriving on time reflects professional disposition. Students must be on time to class. Those who miss class three or more times and/or are consistently late (late is defined as arriving 5 or more minutes late; consistently is defined as 3 or more times of being late) will receive an unsatisfactory review on their professionalism during semester student evaluations. Additionally, in-class behavior considered to be unprofessional includes surfing the web, responding to or making cell phone calls *—except for emergency calls*, e-mailing, texting, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors (reading books or articles not related to class discussion, scoring protocols, googling information not related to class discussion, making random comments, or engaging in conversation not related to class topic).

Students missing more than 2 classes will receive one full grade deduction for each additional class missed (except for extraordinary circumstances or illness). If a class is missed, the student is responsible for make-up work and for contacting the professor to discuss options to address missed class participation.

### **Feedback to Students:**

Students will be apprised of their progress throughout the semester (weekly quizzes, feedback on readings, presentations, and short papers, etc.) and will receive written feedback from the professor midway through the course and upon completing course assignments/requirements. Regarding their performance in this class, students will receive a written summary of information to be shared in faculty meeting at the end of the semester.

### **Summary of Information Regarding Student Semester Evaluations:**

Students earning a grade below 83% on the final or for the entire course (total points) will receive an "unsatisfactory" rating for the semester student evaluation of "**knowledge.**" Students receiving a grade of 83-86.9% on the final or for the average of class assignments (total points) will receive a "marginal" rating in the area of "knowledge."

Students arriving late to class (after class begins) 3 or more times will receive a marginal rating on their faculty evaluation in the area of professional **disposition.**

### **POLICY:**

#### **Late work**

Unless prior arrangements are made, assignments turned in after the due date will receive a maximum of 70% of the possible points for the assignment. However, in situations involving a personal emergency, circumstances will be considered and appropriate accommodations made.

#### **Respecting Others**

Respecting individual and group differences is not only a professional issue, it is a basic tenet of Brigham Young University's honor code. Disrespect or discrimination will not be tolerated.

#### **Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to



your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [sue\_demartini@byu.edu]; or contact BYU's Honor Code Office at 801-422-2847. The Honor Code Office is located in 4440 WSC. Sarah Westerberg is the Associate Dean of Students responsible for the oversight of BYU's Title IX compliance. Her office is located in 3500 WSC; her phone number is (801) 422-2130; and her email address is sarah\_westerberg@byu.edu.

### **Students with Disabilities**

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

### **READING, LEARNING ACTIVITY, & 1-page PAPER DESCRIBING CRITICAL POINTS**

**NOTE: All students participate in class discussions.** For each class period students summarize major points, terminology, and basic information (anticipated maximum 1 page single spaced). Please place these summaries in your Dropbox folder. You can keep one file and designate the date on each page.

- (1) Read assigned reading and also explore additional information on the topic. Participate in an activity related to the topics presented in weekly reading or related to the 8 learning objectives (listed previously in the syllabus). Prior to participating in your learning experience, I recommend listing key questions or goals. What are you curious about or what you want to learn?
- (2) Participate in class discussion regarding your experience and assigned readings.

### **INDIVIDUALIZED IEP: SUGGESTED LEARNING EXPERIENCES NOTE:**

**30 hours need to be either in schools or involved in school related activities and direct services with children.**

### **Roles and Functions of School Professionals**

- Observe a few hours of a school psychologist's working day. Conduct an interview with him/her regarding his/her roles and functions in regard to special education and identifying educational disabilities.
- Review NASP website information or information about the roles of school psychologists in both regular and special education.
- Interview one of the following professionals regarding his/her professional roles and functions as well as working relationships with school psychologists: Special Education Teacher; Child Guidance Specialist; Speech Pathologist; School Social Worker; School Nurse; Principal/Assistant Principal; and Other School Staff Member

### **Ethics and Law in Public Schools**

- Discuss an ethical dilemma with a school-based professional. Review the 9-step format (used in prac & internship) to assist in evaluating the dilemma.
- Set an appointment with a person responsible for the official paperwork for Special Education and discuss "Why all the paperwork?"
- Discuss IDEA with a school counselor or a school psychologist; teacher or special educator, and/or school administrator.
- Review special education paperwork and assessment requirements on the UT state site or federal government website.

### **Power in public schools: Who is in control of school policy?**

- Attend a school board meeting in a public school system.
- Attend a meeting involving a School-Based Decision-Making team (IEP team)
- Interview the school secretary and school custodian. How do they fit into the puzzle of power and control?
- Review the website for the Utah State Board of Education, their licensing policies, etc.

### **Accommodations for Students in Public Schools: IDEA**

- Summarize the major points of IDEA
- Review teachers' feedback on IDEA—strengths and weaknesses
- Review the US Department of Education's website and list major points of IDEA

### **What matters most in public schools?**

- Interview a high school principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
- Interview a middle school Principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
- Interview an Elementary School Principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
- Interview a parent with high school aged children. Ask them about their views on what really matters most in public schools.
- Interview a teacher with more than 20 years experience. Ask them about their views on what really matters most in public schools.
- Interview a grandparent with school-aged grandchildren. Ask them about their views on what really matters most in public schools.
- Interview a parent with children identified with special needs. Ask them about their views on what really matters most in public schools.

### **Diversity: The big picture of schools: Who are the kids we serve?**

- Review the website for the National Center for Educational Statistics
- Review the statistics for Utah schools and local districts: How do we compare?
- Review NASP website information on multicultural issues in schools
- Review NASP website information on language issues in schools

### **REVIEW IEP paperwork (not filled in with info---blank)**

- How does a Special Education teacher assist in filing out this paperwork (interview)
- Interview a Special Education teacher and ask about the major points to remember when creating an IEP
- Interview a School Psychologist about their role in and IEP meeting
- What types of goals are set in an IEP? Ask a teacher or a SP

### **LRE—Least Restrictive Environment**

- Visit the US Department of education and review the major information about LRE
- Interview a principal about their views related to LRE
- Interview a Special Ed director or Special Ed teacher about LRE

### **Procedural Safeguards**

- Review procedural safeguard paperwork from a local school
- Discuss this paperwork with a Special Education Director or Special Education Teacher
- Discuss this paperwork with a parent of school age children

### **Discipline and supervision of students with challenging behaviors**

- Visit a self-contained classroom
- Visit an alternative school setting
- Visit a Youth Detention Center (Slate Canyon)
- Interview a bus driver and discuss the challenges of controlling student behavior in settings with limited adult monitoring
- Visit a school during limited adult supervision times: before or after school. Observe adult monitoring of student behavior. In particular, observe students' bullying and harassing behaviors.
- Interview a school board member about difficulties they are facing in their school district

### **Community Resources**

- Interview a community mental health worker
- Interview a case worker from the Department of Child and Family Services (DCFS) about their relationship with schools and reports of child abuse
- Interview a psychologist or social worker from the Children's Justice Center
- Interview a police officer involved with the Dare Program or who serves as a liaison to the public schools
- Visit a Family Resource Center, Community Mental Health Center, or Youth Services Center
- Interview an individual who volunteers in schools (tutoring, big brothers/sisters, etc)
- Interview the State Mental Hospital director of youth services or one of their child/adolescent psychologists. How do they assist students in fitting back into their school system? How do they coordinate communication with schools and mental health services in schools?
- Make a list of community resources and internet resources schools may tap into when assisting children with mental health issues



### Alternative School Programs

- Select and review a current article (dated 2015-2021) explaining alternative school settings for students who are expelled from the mainstream school setting
- Visit an alternative school setting
- Interview a teacher involved with an alternative school setting
- Interview a police officer who works with adjudicated youth or a youth detention program
- Review the TOOL BOX for alternatives to traditional discipline and school expulsions (Melissa will provide this handout)
- Interview a case worker or social worker who works for the Utah State Hospital and serves in the Youth Programs
- Interview a school district leader who helps coordinate services with adjudicated youth
- Visit a drug treatment center that provides treatment services for youth

### Each student is responsible for 2 class presentations

- (a) PRESENTATION ---ONE BEST PRACTICE READING
  - prepare a 20-30 minute presentation & 1 to 2 pg summary handout
- (b) PRESENTATION --ONE HISTORY READING
  - Prepare a 10-15 minute presentation & 1 pg handout

### Class Readings & extra reading:

In addition to assigned reading, students must also read the following UT State resources and the NASP Professional Standards:

- UT State Board of Education Special Education Rules (previously called the BLACK BOOK)—This 227-page booklet is available online.  
<https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507>
- Positive Behavioral Supports and Least Restrictive Behavioral Interventions (LRBI) (65-page booklet)  
[http://iseesam.com/content/teachall/text/rules/lrbimanual\\_02.pdf](http://iseesam.com/content/teachall/text/rules/lrbimanual_02.pdf)
- Supplemental Resources—examples of materials that could be used as part of LRBI (30-page booklet) On page 29 there is a list of additional resources and websites related to positive behavior supports, FBA, BIPs, and working with students with behavioral and emotional challenges  
[http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/lrbiresource\\_02.pdf](http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/lrbiresource_02.pdf)
- *The Professional Standards of the National Association of School Psychologists* (2020) –Click “2020 Standards.”  
<https://www.nasponline.org/standards-and-certification/professional-ethics>

## HISTORY READING LIST

**Each student reviews the historical background of their assigned person or event:**

\*\*\*Historical Timeline of Psychology (Annenberg Learner site):

TIMELINE: <https://www.learner.org/series/discovering-psychology/explorations/history-of-psychology-contemporary-foundations/>

VIDEO: <https://www.learner.org/series/discovering-psychology/past-present-and-promise/>

\*\*\*Pioneers in psychology (Annenberg Learner site): <https://www.learner.org/series/discovering-psychology/past-present-and-promise/>

\*\*\*Classics in the history of psychology <http://psychclassics.yorku.ca/>

\*\*\*Psychology’s Feminist Voices: <https://www.feministvoices.com/>

- (1) Lightner Witmer <http://psychclassics.yorku.ca/Witmer/clinical.htm>

Classics in the History of Psychology -- Witmer (1907) Clinical psychology. *Psychological Clinic*, 1, 1-9. [The source of the phrase "clinical psychology."]

(2) Boulder Model Scientist Practitioner Model <https://www.ncbi.nlm.nih.gov/pubmed/10717972>

“The affirmation of the scientist-practitioner. A look back at Boulder”

(3) Thayer Conference Fagan, T. K. (2005). The 50th anniversary of the Thayer Conference: Historical perspectives and accomplishments. *School Psychology Quarterly*, 20(3), 224-251. <http://dx.doi.org/10.1521/scpq.2005.20.3.224>

(4) William James Classics in the History of Psychology -- James (1904c)

Classics in the History of Psychology. An internet ... 3713. (Return to index). The Chicago School [1].

By William James (1904). <http://psychclassics.yorku.ca/James/chicago.htm>

(5) Alfred Binet (1916) New methods for the diagnosis of the intellectual level of subnormals. In E. S. Kite (Trans.), *The development of intelligence in children*. Vineland, NJ: Publications of the Training School at Vineland. (Originally published 1905 in *L'Année Psychologique*, 12, 191-244.) [Description of Binet's approach in intelligence testing, and of the original version of the most influential of all intelligence tests.] <http://psychclassics.yorku.ca/Binet/binet1.htm>

(6) James McKeen Cattell (1890) Mental tests and measurements. *Mind*, 15, 373-381. [An account of one of the first attempts at what we would now call intelligence testing.] <http://psychclassics.yorku.ca/Cattell/mental.htm>

(7) G. Stanley Hall (1904) Adolescent girls and their education. From *Adolescence: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion, and education* (Vol. 2, Chapter 17). <http://psychclassics.yorku.ca/Hall/Adolescence/chap17.htm>

(8) Edward L. Thorndike (1910) The contribution of psychology to education. *Journal of Educational Psychology*, 1, 5-12. [Early contribution to educational psychology.] <http://psychclassics.yorku.ca/Thorndike/education.htm>

(9) Henry Goddard (1912). *The Kallikak Family* Retrospective versus prospective research <http://psychclassics.yorku.ca/Goddard/>

(10) John B. Watson (1913) Psychology as the behaviorist views it. *Psychological Review*, 20, 158-177. [The classic manifesto of behaviorism.] Introduction to Watson (1913) by Christopher D. Green Commentary on Watson (1913) by Robert H. Wozniak <http://psychclassics.yorku.ca/Watson/views.htm>

(11) (9) Lewis M. Terman (1930) Autobiography of Lewis M. Terman. In C. Murchison (Ed.), *History of psychology in autobiography* (Vol. 2, pp. 297-331). Worcester, MA: Clark University Press. [The great intelligence tester's own summary of his life's work.] <http://psychclassics.yorku.ca/Terman/murchison.htm>

(12) Abraham H. Maslow (1943) A theory of human motivation. *Psychological Review*, 50, 370-396. [The first published description of the "hierarchy of needs."] <http://psychclassics.yorku.ca/Maslow/motivation.htm>

(13) B. F. Skinner (1950) Are theories of learning necessary? *Psychological Review*, 57, 193-216. <http://psychclassics.yorku.ca/Skinner/Theories/>

(14) Leta S. Hollingworth background info on Leta on website: Psychology's Feminist Voices: <https://www.feministvoices.com/leta-hollingworth/>

- **Hollingworth, Leta S.** (1914a). Functional periodicity: An experimental study of the mental and motor abilities of women during menstruation.
- **Hollingworth, Leta S.** (1914b). Variability as related to sex differences in achievement: A critique. *American Journal of Sociology*, 19, 510-530.
- **Hollingworth, Leta S.** (1916). Social devices for impelling women to bear and rear children. *American Journal of Sociology*, 22, 19-29. [Argues that social control is more important than "maternal instinct" in leading women to motherhood.]
- **Hollingworth, Leta S.** (1922). Differential action upon the sexes of forces which tend to segregate the feebleminded. *Journal of Abnormal Psychology & Social Psychology*, 17, 35-57.

Note: Attending class and arriving on time reflects professional disposition. Those who miss class and/or are consistently late (late is defined as arriving after class starts; consistently is defined as 3 or more times of being late) will receive an unsatisfactory or marginal review (for professional disposition) during semester student evaluations. In-class behavior considered to be unprofessional includes responding to or making cell phone calls – *except for emergency calls*, e-mailing, texting, reading the newspaper, surfing the Internet, sleeping, and engaging in distracting or off-task behaviors.

**Feedback to Students:**

Students will be apprised of their progress throughout the semester (grades on readings, presentations, and assignments, etc.) and--- if there are concerns---will receive written feedback from the professor midway through the course---and a plan for improvement ---- and then an update on progress in addressing concerns upon completing course assignments/requirements. Regarding their performance in this class, students will receive a written summary of any concerns that would be shared in faculty meeting at the end of the semester. Exceptions and accommodations may be made in certain situations (illness, disability related challenges, family circumstances, etc.).

**EVALUATION OF KNOWLEDGE, SKILLS, AND DISPOSITION:**

Student performance, specifically in the areas of knowledge, skills, and professional disposition, will be assessed during the course. This information will be formally reviewed during the end-of-semester faculty evaluations of student progress. Additionally, students will receive feedback regarding their standing midway through the course and also at the end of the semester after all course assignments are graded. If a student's performance is unsatisfactory in any of these three major areas (knowledge, skills, and disposition), the professor will set up an interview with the student to discuss a remediation plan.

**(1) Knowledge base:** Students earning a semester total of less than 83% on their assigned readings, presentations, and reaction papers, and below 83% on their final exam score will be considered *unsatisfactory* in their knowledge base. *Marginal* performance will be designated to students earning 83-86.9% on the averaged score of their assignments **or** 83-86.9% on their final exam.

**(2)** In order to assess **skills**, students will be provided with both peer and professor's feedback on class presentations. When needed, students will also self-evaluate their own work, noting strengths and weaknesses and setting goals for improvement (remediation plan).

NOTE: During practicum and internship, students' developing professional skills will continue to be evaluated.

**(3) Professional disposition** will be assessed in terms of promptness to class; quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters; sensitivity to multicultural considerations and individual diversity; consistency of attention and interpersonal involvement in class; openness/responsiveness to professor and peer-feedback regarding professional disposition; and cooperation and collaboration in group learning activities.

**Summary of Information Regarding Student Semester Evaluations:**

Students earning a grade below 83% on the final for the entire course (total points) will receive an "unsatisfactory" rating for the semester student evaluation of "**knowledge**." Students receiving a grade 83-86.9% on the final or the average of class assignments (total points) will receive a "marginal" rating in the area of "knowledge."

Students arriving late to class (after class starts) ---3 times or more--- will receive a marginal or unsatisfactory rating on their faculty evaluation in the area of professional **disposition**.

## STUDENT PAPERWORK FOR ELECTRONIC FOLDER

NASP DOMAIN	Objective	Highlight the activities that you participated in that involved learning activities or assigned readings	Assessment of student's knowledge and skill
<b>DOMAIN X</b> Legal, Ethical, and Professional Practice	(1) HISTORY: Students will demonstrate knowledge of history regarding important people and critical events linked to education and the profession of school psychology.	Assigned readings and in-class activities and discussion	Weekly quizzes; midterm; and final exam--earning a minimum overall score of 83%; and organized materials in student folder
<b>DOMAIN X</b> Legal, Ethical, and Professional Practice	(2) EDUCATIONAL LAW AND ETHICAL STANDARDS: Students will Identify the major special education laws and ethical codes guiding the practice of School Psychology, in addition to understanding the common ethical and legal dilemmas in school settings.	In-class review and discussion of state and federal education law (IDEA); review of NASP ethical guidelines; assigned readings; review of steps for resolving ethical dilemmas (ethical dilemma form is included in the handbook); discussing ethical and legal scenarios; in-class review of special education readings; and weekly review of current legal and controversial issues in education (hot topics)	Weekly quizzes; midterm and final exam--earning a minimum overall score of 83%; and organized materials in student folder
<b>NASP Domain V</b> School-Wide Practices to Promote Learning	(3) EDUCATIONAL DISABILITIES: Students will demonstrate knowledge of 13 areas of disabilities described in federal and state guidelines; identify assessment tools commonly used in identifying these disabilities; and describe associated educational needs.	Assigned readings and in-class activities; Review and discuss Utah Special Education Rule Book; in-class discussion of practical aspects of identifying and serving students with disabilities	Weekly quizzes; midterm and final exam--earning a minimum overall score of 83%; and organized materials in student folder
<b>NASP Domain V</b> School-Wide Practices to Promote Learning	(4) DISCIPLINE, LRE, and PBS (PREVENTION): Students will learn school-wide and classroom-based strategies to prevent and manage student behavior problems that impair academic engagement and achievement.	Readings, learning activities, and group discussion associated with investigating SWPBS, the effectiveness of discipline strategies, and the impact of alternative educational settings and programs in meeting extreme student behavioral challenges. Class discussion on Behavioral Intervention Plans for students in special education who have challenging behaviors. Review list of resources and current research related to school discipline and principles of PBS.	Quizzes; midterm and final exam--earning a minimum overall score of 83%; and organized resources in student folder
<b>DOMAIN VIII:</b> Diversity in Development and Learning	(5) DIVERSITY: Students will describe the diversity represented in today's schools, including students and families served and the staff and professionals serving children (ethnic, linguistic, religious, special education needs and numbers of students and staff). Students will explain the implications of how diversity	Assigned readings and in-class discussion regarding the sensitivity and skills needed to effectively communicate and collaborate with individuals from diverse backgrounds; role plays and scenarios to demonstrate the consultative skills required to communicate effectively with parents, teachers, and school	Quizzes; midterm and final exam--earning a minimum overall score of 83%; and organized materials in learning suite

	impacts communication and service delivery.	administrators across a variety of backgrounds.	
<b>NASP Domain V</b> School-Wide Practices to Promote Learning	(6) RESOURCES FOR TEACHERS AND PARENTS---HANDOUTS: Students will identify and assess a list of research-based internet resources (websites and handouts) which address a variety of academic and social-emotional challenges.	Gathering and sharing handouts in class (hot topics; discussion of class handouts and Internet resources for parents and teachers). Topics will include behavioral interventions, academic interventions, strategies for improving social skills, etc.	Student will include the following elements in learning suite: Internet links (and brief description of resources) and organized handouts for parents and teachers on specific topics.
<b>NASP Domain V</b> School-Wide Practices to Promote Learning	(7) PERSONAL IEP: Students will expand their understanding of schools, the education system and organization, special education services, educational practices, and mental health services in schools	Students will develop a personal "IEP" to identify areas of weakness in their initial knowledge base concerning their understanding of school organization, special education services, responsibilities and roles of staff and administration, and school policy. Students will identify experiences that they will participate in to address these areas of weakness. These experiences will be discussed in class (group learning activity).	Objectives and associated activities (addressed in the personal IEP) will be described and included in learning suite.
<b>NASP Domain V</b> School-Wide Practices to Promote Learning	(8) TERMINOLOGY: Students will identify and understand the meaning of special education terms commonly used in school settings.	Readings; class discussion; acronym game	Quizzes; midterm; final; and students will include a list of terminology in student folder.

<b>Best Practices PRESENTATION &amp; HANDOUT</b>						
<b>30 points total: 15 points for presentation and 15 points for handout</b>						
	<b>0</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>15</b>
<b>In-Class Presentation</b>	Did not participate in presentation	minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident.	superficial preparation; minimal organization; major points not identified and/or not well developed; and reflects few basic presentation skills	adequate presentation skill; major/important points are identified; not well developed; needs more preparation	sufficient preparation; demonstrates average presentation skill; attends to important points, adequately organized and developed	professionally presented; points are clearly communicated & presentation holds interest of audience; extensive preparation is evident
	<b>0</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>15</b>
<b>1-2 pg Handout accompanying presentation</b>	Did not prepare handout.	minimal writing skill; minimal evidence of understanding; major points are not emphasized; disorganized; numerous typos; poorly written & does not hold reader's interest	substandard organization; major points are not well developed; several typos; reflects basic writing skills	adequate writing skill –adequate development; major/important points are identified but not well organized nor developed	demonstrates above average writing skill; attends to important points; well organized	exceptional writing skill; well written; information is well organized; points are succinctly and accurately expressed; holds reader's interest; follows APA style
<b>Feedback:</b> One piece of information that was new for me or that I particularly enjoyed:  Describe a practical application for this information.						

<b>HISTORY PRESENTATION &amp; Discussion</b>						
<b>Total of 15 points for presentation and leading discussion</b>						
	<b>0</b>	<b>1.5</b>	<b>3</b>	<b>4.5</b>	<b>6</b>	<b>7.5</b>
<b>In-Class Presentation</b>	Did not participate in presentation	minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident.	superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills	adequate presentation skill; major/important points are identified; not well developed; needs more preparation	sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed	professionally presented (dress and skill in presenting are appropriate); points are clearly communicated & presentation holds interest of audience; extensive preparation is evident
	<b>0</b>	<b>1.5</b>	<b>3</b>	<b>4.5</b>	<b>6</b>	<b>7.5</b>
<b>Discussion</b>	Did not prepare for discussion	minimal evidence of understanding; major points are not emphasized; disorganized	substandard organization; major points are not well developed;	adequate discussion –adequate development; major/important points are identified but not well organized nor developed	demonstrates above average discussion leadership skills; attends to important points; well organized	exceptional discussion skills; information is well organized; points are succinctly and accurately expressed; holds everyone's' attention; exceptionally prepared
<b>Feedback:</b> One piece of information that was new for me or that I particularly enjoyed:  Describe a practical application for this information.						

# SIGN UP SHEET

- (1) Sign up for one spiritual thought/prayer
- (2) Sign up for one hot topic.
- (3) Sign up for 1 HISTORY presentation
- (4) Sign up for 1 BEST PRACTICE presentation (these may be 2 chapters for some). I will send you your BP chapters via email.

## DESCRIPTION OF PRESENTATIONS:

### (a) PRESENTATION ---ONE BEST PRACTICE READING

- prepare a 20-30 minute presentation, including one 1 to 2 pg handout
- I send you the chapter in a PDF file from the NASP BEST PRACTICE CHAPTERS.

### (b) PRESENTATION --ONE HISTORY READING

- Prepare a 10-15 minute presentation/discussion & involve students in identifying ways that this historical person or event impacted the profession of school psychology.

DATE & TOPIC	SPIRITUAL THOUGHT & PRAYER	HOT TOPIC 10 minutes Related to course topics	PRESENT BEST PRACTICE 20-30 minutes & major points in a handout	PRESENT HISTORY Short discussion on how this event/person affected school psychology (10-15 minutes)	READING FROM AMERICAN EDUCATION Melissa leads all of these discussions
<b>Week 2</b> Special Education: Overview & Introduction to terms & Practices, IEP, Procedural Safeguards, etc. Funding: General Education & Special Education			Chapter 9 VOL 1 (pp 147-158); Chapter 22 VOL 1 (pp 331-354)	#1 Lightner Witmer	<b>Chapter 1</b> School & Safety
			-Chapter 31 VOL 4 (421-436)	#2 Boulder Conference	
				#3 Thayer Conference	
<b>Week 3</b> Specific Learning Disability: Basic reading skills & reading comprehension - IEP -interventions			Chapter 7 VOL 2 (pp 97-114); Chapter 8 VOL 2 (pp 115 -128)	#4 William James	<b>Chapter 2</b> The Social Goals of Schooling
			review Chapter 11 VOL 1 (pp 171-186)		
<b>Week 4</b> (a) Developmental Delay, Early childhood services & assessment, Speech & Language delays--- Child Find System (b) Communication Disorder---IEP --- Interventions			Chapter 17 VOL 1 (pp 261-272); Chapter 6 VOL 4 (pp 75-88)	#5 Alfred Binet	<b>Chapter 3</b> Education and Equality of Opportunity



<p><b>Week 5</b> Specific Learning Disability: Oral expression &amp; listening comprehension</p>			<p>Chapter 23 VOL 1 (pp 355-366) Chapter 23 VOL 2 (pp 335-348)</p>	<p>#6 James McKeen Cattell</p>	<p><b>Chapter 4</b> The Economic Goals of Schooling</p>
<p><b>Week 6</b> (a) Legal Issues impacting special education services &amp; education (b) Mainstreaming &amp; Special Education Placements-Least Restrictive Environment</p>			<p>Chapter 5 BP 4 (pp 61-74); BP Chapter 17 VOL 4 (pp 217-228)</p>	<p>#7 G. Stanley Hall</p>	<p><b>Chapter 5</b> Equality of Educational Opportunity: Race Gender, and Special Needs</p>
<p><b>Week 7</b> Emotional Disturbance—IEP—Interventions</p>			<p>Chapter 24 VOL 1 (pp367-390); Chapter 24 VOL 2 (349-364)</p>	<p>#8 Edward L. Thorndike</p>	<p><b>Chapter 6</b> Student Diversity</p>
<p><b>Week 8</b> Autism &amp; IEP</p>			<p>Chapter 26 &amp; 27 VOL 1 BP (pp. 391-416) &amp; pp 2-17 in Special Ed reading</p>	<p>#9 Henry Goddard</p>	<p><b>Chapter 7</b> Multicultural and Multilingual Education</p>
<p><b>Week 9</b> Emotional support for students School Discipline Issues---School-wide support Behavior Plans &amp; IEP</p>			<p>Chapter 18 VOL 2 BP (pp. 251-268); Chapter 26 BP VOL 2 (pp.381-398)  Chapter 12 VOL 3 (pp. 165-180); Chapter 27 VOL 2 (pp 399-414)</p>	<p>#10 John B. Watson</p>	<p><b>Chapter 8</b> Local Control, Choice, Charter Schools, and Home Schooling</p>
<p><b>Week 10</b> Specific Learning Disability: Math calculation and reasoning—IEP—Interventions</p>			<p>Chapters 14 &amp; 15 VOL 1 BP (pp. 219-246)</p>	<p>#11 Lewis M. Terman</p>	<p><b>Chapter 9</b> Power and Control at State and National Levels</p>
<p><b>Week 11</b> (a) Specific Learning Disability: Written</p>			<p>Chapter 12 &amp; 13 VOL 1 BP (pp.187-218)</p>	<p>#12 Abraham H. Maslow</p>	<p><b>Chapter 10</b> The Profession of Teaching</p>

Expression---IEP & Interventions (b) Low incidence disabilities: Other Health Impaired; Hearing impairment/Deafness; Visual impairment; Deaf-blindness; Multiple Disabilities; Orthopedic impairment			BP Chapter 8 VOL 3 (pp. 111-124); BP Chapter 18 VOL 4 (pp. 229-242)		
<b>Week 12</b> a) Intellectual Disability--IEP ---Placements & interventions (b) Traumatic Brain Injury (d) Special services (transportation, home based support, parent training, language assistance, extended year services, assistive technology, etc)			Chapters 28 VOL 3 BP (pp. 405-422); Chapter 12 VOL 2 (pp 173-184) <hr/> Chapter 10 VOL 1 (pp 159-170); Chapter 20 VOL 1 ( pp 305-316)	#13 B. F. Skinner	<b>Chapter 11</b> Globalization of Education
<b>Week 13</b> Accountability--National, State, and local Testing  Educational statistics & government reports (NCES)			<b>NO BEST PRACTICE CHAPTERS</b>	#14 Leta S. Hollingworth	<b>Game: REVIEW &amp; DISCUSSION</b>

**Week 13: IEP A to Z**

CHAPTER 1	CHAPTER 5	CHAPTER 9	CHAPTER 13
CHAPTER 2	CHAPTER 6	CHAPTER 10	CHAPTER 14
CHAPTER 3	CHAPTER 7	CHAPTER 11	CHAPTER 15
CHAPTER 4	CHAPTER 8	CHAPTER 12	APPENDX A & B

**FINAL EXAM materials are due on or before April 20**

## POINTS FOR 606

Date	<b>+10 points</b> CHECK if on time & prepared & participate	Spiritual Thought	<b>+10 points</b>  HOT TOPIC	<b>15 points</b>  HISTORICAL PERSON	<b>30 points</b>  BEST PRACTICE CHAPTERS																				
Week 1	Overview of course: review syllabus and assignments; history of education activity																								
Week 2																									
Week 3																									
Week 4																									
Week 5																									
Week 6																									
Week 7																									
Week 8																									
Week 9																									
Week10																									
Week11																									
Week12																									
Week13																									
Week14	IEP A-Z activity (review one chapter)																								
	Final Exam																								
<b>FINAL EXAM 35 points</b>	<ul style="list-style-type: none"> <li>• <b>(+10)</b> 1-page write up/log of Personal IEP Activities</li> <li>• <b>(+5)</b> 1 to 2-page table of organized list of resources and very brief explanation about the resources (Internet sites, publications, educational resources/interventions, etc.)</li> <li>• <b>(+10)</b> Read and carefully review UT Rules and Regulations---provide pertinent info for each of the 13 areas of educational disabilities (assessment requirements and info that is most relevant to you as a school psychologist)</li> <li>• <b>(+5)</b> Summary page of historical events and key historical individuals</li> <li>• <b>(+5)</b> Summary page of critical issues facing educators and school psychologists</li> </ul> <p><b>COURSE GRADING SYSTEM</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">4.0A</td> <td style="width: 15%;">94 -</td> <td style="width: 15%;">100 points</td> <td style="width: 55%;">(94 - 100%)</td> </tr> <tr> <td>3.7A-</td> <td>90 -</td> <td>93.9 points</td> <td>(90 - 93%)</td> </tr> <tr> <td>3.4B+</td> <td>87 -</td> <td>89.9 points</td> <td>(87 - 89%)</td> </tr> <tr> <td>3.0B</td> <td>83 -</td> <td>86.9 points</td> <td>(83 - 86%)</td> </tr> <tr> <td>2.7B-</td> <td>80 -</td> <td>82.9 points</td> <td>(80 - 82%)</td> </tr> </table>					4.0A	94 -	100 points	(94 - 100%)	3.7A-	90 -	93.9 points	(90 - 93%)	3.4B+	87 -	89.9 points	(87 - 89%)	3.0B	83 -	86.9 points	(83 - 86%)	2.7B-	80 -	82.9 points	(80 - 82%)
4.0A	94 -	100 points	(94 - 100%)																						
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3.0B	83 -	86.9 points	(83 - 86%)																						
2.7B-	80 -	82.9 points	(80 - 82%)																						

## PERSONAL IEP ACTIVITIES (10 Points)

### 1-page write up/log of Personal IEP Activities (30 hours)

- (1) Personal IEP GOAL/GOALS and reason for selecting this goal
- (2) Activities you will use to strengthen your knowledge/skills in specified area
- (3) Summarize the time you spent and how you engaged in the activities that addressed your personal IEP GOAL. Write up a brief response (1 or 2 paragraphs) to explain your learning experience. Total the time you spent on your learning activities. Time should equal 30 hours.

Personal IEP GOAL/GOALS and reason for selecting this goal	
ACTIVITIES you will use to strengthen your knowledge/skills in specified area	
TIME LOG (30 hours)	
Explain your learning experience	









# **CRITICAL ISSUES FACING EDUCATORS AND SCHOOL PSYCHOLOGISTS (5 points)**

Summary page of critical issues facing educators and school psychologists