



CPSE 678-R
School Psychology – Practicum
Fall 2022

Mondays 10:00 –11:50 a.m.
343 MCKB

Instructors

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Course Overview

This course supports graduate students who work 10 hours per week in a school setting.

Practicum students are assigned a field-based mentor supervisor who is licensed as a school psychologist. On-site supervisors provide at least one hour of planned, face-to-face supervision. Students also participate in one and a half hours of small group supervision provided by a university faculty. Classroom discussions and readings allow students to blend didactic and experiential learning to enhance mastery of the essential school psychology competencies.

Students are assigned to an elementary, secondary, or alternative school setting (or a combination of settings) for 10 hours per week over a 14-week period. Students should report a minimum of 120 hours of practicum experience Fall semester (and a minimum of 300 hours of practicum prior to internship). In the schools, students should take an active role in consulting and collaboration; collecting data and conducting assessment for intervention; designing, implementing, monitoring, and refining interventions based on data-based decision making (individual, classroom, and school wide); providing interventions (group and individual); and participating in other school psychology roles and functions.

During practicum, students are required to integrate their knowledge with practice. Students are required to collect work samples; qualitative and quantitative data demonstrating their competency.

Course Objectives

Students will demonstrate knowledge and use of effective problem-solving processes.

Students will consult and collaborate with others in planning and decision-making processes at the individual, group, and system levels.

Students will conduct assessments and use assessment information to assist in determining effective research-based interventions (both behavioral and academic).

Students will write assessment reports using the format provided by course instructors.

Students will develop a foundational professional identity through school-based experiences and demonstrate appropriate and ethical professional attitudes and behaviors.

Required Text & Readings

Greene, R W. (2014). *Lost at school* (Revised edition). New York: Scribner.

NASP Website: <https://www.nasponline.org/>

Several required case study readings will be offered throughout the semester. Those readings will be made available via Learning Suite.

Class Assignments

Students will proactively seek personal skill development, determining personal goals and measuring skill development. They will log their hours/activities in the public schools. These assignments are uploaded to Learning Suite. Other assignments will be uploaded to Educator.

1. Practicum Training Portfolio (30% of grade): Students will provide evidence of competency in the form of work samples, or “artifacts,” in the skill areas described by the NASP 10 Domains of Practice Model. Students will focus on completing four Domains of their choosing during Fall semester.

Students will upload 3 (or more) artifacts for each NASP domain on Educator, not using the same artifact for more than 2 domains. Students will write descriptions (identified as rationale/justification statements) summarizing how their skills within the specific domain were demonstrated at the school site. Students will also reflect on their strengths and areas for growth in each domain (identified as reflection statement/self-evaluation) and outline 1-2 goals for future improvement in the domain. This self-reflection is distinct from the "Final Report on Progress on Goals" (#2 below) because this reflection asks you to explicitly compare your own performance and learning/development to the NASP standards, whereas your personal goals involve your own expectations for overall competency as a school psychologist. The two assignments are due at the same time to enhance learning through self-reflection. See Appendix A for more information.

Supervisor Class Assignments List: Students will outline all their assignments and corresponding due dates for the semester and share it with their supervisors. While it is not the responsibility of the supervisor to manage class assignments or timelines, it is a professional courtesy to communicate

your needs in advance, so supervisors know what to expect. Please don't forget to include your four NASP domains in your list of assignments.

Supervisor Evaluations of Student Performance: Field supervisors evaluate BYU students at mid-semester and at the end of the semester through Educator which is recorded in the student's portfolios. Students are encouraged to complete this evaluation together with their field supervisor; however, if a supervisor wishes to complete this online evaluation alone, that preference should be respected. Students are asked to seek continual performance feedback and update practicum goals based on supervisor feedback accordingly.

Supervisor feedback about student performance is an important component to the overall practicum experience. Should a field supervisor's evaluation of a student's performance note poor performance or inappropriate preparation for continued fieldwork, an improvement plan may be drafted with the student and required for continued work in the field. The negative report may also be reflected in the student's grade and outlined in the improvement plan.

Students are provided with the opportunity to evaluate both their supervisors and their practicum sites at the end of the semester on Educator. These combinations of assignments are required for completed practicum portfolios, and passing practicum is contingent upon acceptable levels of performance in the public schools.

2. Time Logs (20% of grade): Students will complete a minimum of 120 hours of experience in public schools during Fall semester (with an additional 120+ during Winter semester, and 60+ hours during Spring term for a total of at least 300 hours across the academic year). (Note: These minimum hours apply to work done inside the schools, students may also track other hours performing relevant work, such as attending professional workshops, but these hours are to remain separate from the 300 school-based hours). Students will document their activities on a shared Excel file (download the template from Learning Suite). Students are responsible for sharing their logs with their assigned instructor and updating their logs every by the 1st of every month for review by the assigned instructor for their section.

It is highly recommended for students to periodically back up their time logs to another personal, secure location to avoid losing irreplaceable work.

Because students are placed in schools as a courtesy by local districts, we have a reciprocal obligation to remain at the practicum site through the last week of the public-school calendar, regardless of BYU academic class schedule or students' completion of the 120-hour minimum. This includes the last week before Christmas break and the last week before school ends for the summer. Public school calendars are available on district websites. Please follow the tips for practicum success (below).

3. Site Visits (10% of grade): The BYU student, public school site supervisor, and BYU supervisor will participate in a mid-semester and end of semester site visit. This will involve an observation of the student engaged in a school psychology activity and a discussion of performance between all parties (for about an hour). Proactively plan three activities for your BYU supervisor to observe, just in case one or two fall through. The BYU Site Visit Feedback form will be completed by the BYU supervisor and uploaded to Task Stream by the practicum coordinator. The BYU student will schedule and coordinate the visit with their site supervisor and BYU supervisor. The student is responsible for tracking and ensuring that the BYU supervisor observes them in one of each of the following experiences across the academic year (Fall, Winter, or Spring):

A. An IEP meeting in which the BYU student summarizes testing

B. An individual counseling session with a K-12 student

C. A small-group intervention led by the BYU student

Additional activities for BYU supervisors to observe could include a collaboration meeting with teachers/parents, classroom presentation, formal assessments, or observations of K-12 students, etc.

4. Peer Reviewed Psychoeducational Report (10% of grade): Please notify your supervisor in September that you will be expected to have written a psychoeducational report by Halloween. For this initial report, work within the parameters of your supervisor; however, make sure you include *cognitive, academic, and observation interpretations*. You may interpret other assessment results and include these in your report beyond the three required interpretations. Your supervisor will work with you to fine-tune the report.

Bring your report to class on the assigned day outlined in our schedule to exchange with a peer. Your cohort member will review your report using the BYU report writing rubric and offer feedback. Upload your report with tracked changes of your peer's edits to Learning Suite.

Then, by the end of the semester, upload a final version of this report following the BYU psych report writing rubric and your cohort peer's feedback (as appropriate) to Taskstream.

5. Practicum Self-Improvement Goals (5% of grade): After the first week in the schools, carefully design at least three goals for personal improvement across the semester. The activities and indications of success should be measurable and observable, following the template provided on LearningSuite under "Content." Provide mid-semester and end of semester progress updates via Learning Suite. See Appendix B for more information.

6. CPS Plans – Brief Summary and Weekly Presentation (3% of grade) For *Brief Summary*: After reading *Lost At School* by Ross Greene complete a 2-page summary of the three different plans used to address maladaptive behaviors outlined in this book. Also include a summary of the three significant steps included in Plan B.

For Weekly Presentation: present to the class a situation where you successfully applied the principles of collaborative problems solving in your current school setting. You will describe the setting events or unsolved problems, the people involved in the situation, and the lagging skills of the individual of concern.

Using the principles from *Lost At School* by Ross Greene, describe the steps of Plan B and illustrate how they were applied in a specific situation in your school. Document the outcome of their application. Identify how potential growth could be measured.

Seek suggestions from your cohort members on how to support the continued development of the individual's lagging skills. This is an opportunity to investigate specific social skills programs and to share them with your cohort members.

A sign-up sheet will be circulated for students to select a presentation date of their choosing.

7. Spiritual Resources for Professional Practice (3% of grade): In addition to following research-based best practices, your work in the schools can benefit from personal revelation, centered mindfulness, and genuine love for those you serve. We are engaged in life-long learning "by study and also by faith" D&C 88:118.

This semester, we invite you to complete a personal project that you develop (based on your own

beliefs) to strengthen your abilities to act in faith during difficult situations across your career. This project could involve such steps as: (1) identifying and working on your ability to remain at peace during difficult times, such as noticing your own emotional triggers that elicit fear or anger and then practicing alternative coping methods, (2) improve your humility by seeking feedback continually and reflexively asking for Divine assistance, (3) write a gratitude journal or a scripture study journal that enables you to see Divinity in daily events, (4) actively seek answers to your personal spiritual questions from Divine sources, such as scripture and General Conference addresses, (5) review several messages/videos on the religious website (e.g., #HearHim) and find your own ways to attune and receive personal communication from God.

Reflect on what would be most meaningful to you, then make a specific plan – and follow it across the semester.

You will either (A) report verbally in class about your experiences or (B) submit a summary privately to the instructor via email, omitting any personal details that would be uncomfortable to share.

8. Ethical Dilemma (3% of grade): Students will describe in detail one ethical dilemma they faced in the schools, using the ethical dilemma template found in Appendix C. Students will present the ethical dilemma in class on their assigned day and then upload their dilemma to Educator.

9. Field Demographics Assignment (3% of grade): Students complete the field demographics form and upload to the appropriate domain as an artifact in Educator. See Appendix C for the form.

10. Professional Development Activities (5% of grade): We will have the opportunity to participate in a multidisciplinary mock IEP activity at some point in the semester. Participation in this activity is required, however if you are unable to participate (or if the activity is not available), you may complete 3 activities from the table in Appendix D – Professional Development Activities based on skills you would like to strengthen and write a 2-page reflection paper outlining 1). Take-aways 2). Application – how you can see yourself using the skills discussed in schools 3). Goal Setting – based on what you decided to study, set 1-2 goals to complete prior to the start of your internship. Upload to Learning Suite.

11. UASP Participation (3% of grade): Students benefit from establishing a professional identity and by networking with other professionals. This happens best at the UASP conference, but other professional trainings are also available online. Please select at least one session to attend (or watch a recorded session) and then share that information with us during the next class session so that we can all benefit from what you learned from the conference. *UASP will be held December 1, 2022.*

12. Class Participation, Case-Based Learning, and Active Learning (5% of grade): Students should attend and actively participate in all classes, and notification of an absence should be provided prior to a scheduled class.

Our practicum course seeks to foster “real world” skills, so we expect students to learn from one another’s experiences and cases. Whenever you experience a notable challenging or novel situation, please **share that case during our “whole class” time.**

Break-Out Group Expectations: During our “section-specific” discussion time at the end of class, please share either a (a) case from the schools, (b) question about practice, or (c) tip/insight about effective practice that you learned. Everyone will participate every time.

When a classmate presents a case, recognize it as a valuable learning opportunity. Imagine as if it was your case. Take responsibility for asking questions and finding plausible steps/solutions. If you feel

tempted to disengage, recall that eventually it *will be* your case: you will have a very similar circumstance occur in your future. If you do not learn now from others, you will flounder later.

Descriptions of professionalism and the process of skill acquisition are provided in class and are found in the BYU School Psychology Handbook.

Grading:

94-100%	= A	73-76%	= C
90-93%	= A-	70-72%	= C-
87-89%	= B+	67-69%	= D+
83-86%	= B	63-67%	= D
80-82%	= B-	60-62%	= D-
77-79%	= C+	0-59%	= E

Per CPSE policy, students earning below a B- must re-take the class.

Additional Performance Components

Upload Case Studies and Program Evaluation to Educator: As a necessary component of developing the required portfolio, students will upload their behavioral and academic case studies and their program evaluation report to Educator.

Assessment Log: Keep a log of all assessment measures administered (including RTI assessments and interventions). Also record in-class and recess observations of K-12 students. This information will be helpful for your applications for internships.

Student Evaluation of Practicum Site and Supervisor: To improve the future of our program, BYU students evaluate both the practicum site and supervisor at the end of the semester (on Educator).

Typical Class Outline

Opening prayer/spiritual thought (by volunteers, not required)

Students' raise issues and questions about their work in the schools

Case presentation (different student each week)

Presentation by the instructors or guest professionals

Break-out groups (by section), with students sharing either a case, a question, or a practice tip

DATE	Topic & In-Class Assignments	Readings & Due Dates
8/30	<p>The Experiential Learning Opportunity</p> <p>Syllabus Overview Portfolio Introduction Internship Readiness Form - Introduction</p> <p>http://aspiringmormonwomen.org/2013/12/20/four-tips-for-thwarting-impostor-syndrome/</p> <p>Presented by: Nancy</p>	<p>HW Assignment: Sign up for class presentations. Link in announcements on learning suite.</p> <p>Read Prac Tip Sheet (in the syllabus)</p>
9/5	Labor Day – No class	
9/12	<p>Please be prepared to discuss applications of the material to the practice of school psychology (and your experiences in practicum).</p> <p>Class Discussion: The worldview of a schoolteacher – and how to align with it. De-escalation techniques. Suicide Risk Assessment (videos and role plays) Presented By: Tim</p> <p><i>*Those considering out of state internships should begin researching application due dates now.</i></p>	<p>Prepared Reading: Lost At School Skim: ch. 1-2 Read: ch 3-4 https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials/outpatient/pdfs/bsa_155415.pdf</p> <p>Assignment Due: Practicum Goals (learning suite)</p>
9/19	<p>Educator Introduction and Familiarization</p> <p>Portfolio Day! All the things you need to know to successfully complete your portfolio.</p> <p>NASP 10 Domains of Practice</p> <p>Presented By: Nancy</p>	<p>Assignment: Organize first site visit and schedule with BYU supervisor.</p>
9/26	<p>Please come prepared to discuss chapters 5-7 of "Lost at School"</p> <p>Identifying trauma and possible abuse (videos and role plays) Presented By: Tim</p>	<p>Prepared Reading: Lost At School Read: ch 5-7 https://files.eric.ed.gov/fulltext/EJ1232217.pdf</p> <p>Assignment Due: Update September Time Log</p>
10/3	<p>From SPED Referral to IEP Implementation. We will examine the data for a new referral file and discuss the following steps as they apply to the case:</p> <p>1). Child Find and Pre-referral</p>	

	<p>2). The referral and testing process 3). Recommendations and Placement 4). IEP PLAFFS and Goals 5). IEP Services 6). IEP Goal Progress Monitoring and Reports</p> <p>Presented By: Nancy</p>	
10/10	<p>Guest Presenter: Derek Jack– Landing an Internship</p> <p>Preparing now for internship applications. Tips for interviewing. Teaching child self-regulation skills (videos & role plays) Presented by: Tim</p> <p><i>Reminder: Students CANNOT apply for internship prior to defending their thesis prospectus.</i></p>	<p>Assignment Due: Work with site supervisor to ensure mid-semester evaluation of you (the student) is completed.</p>
10/17	<p>Come prepared to discuss chapters 8-9 of "Lost at School"</p> <p>Internship Readiness Form Midterm Goal Updates Self-Advocacy – Answering the question, “what experiences and support should I be getting?”</p> <p>Presented By: Nancy</p>	<p>Prepared Reading: Lost At School Read: ch 8-9</p>
10/24	<p>Class Discussion: Review of consultation basics and of consultation meetings with teachers/administrators (videos and role plays)</p> <p>Presented By: Tim</p>	<p>Assignment: Organize second site visit and schedule with BYU supervisor.</p> <p>Provide a midterm update to goals and submit via learning suite</p>
10/31	<p>An Introduction to Domains 4-6 -- what is for artifacts, summaries and reflections.</p> <p>Presented By: Nancy</p>	<p>Assignment Due: Update October Time Log</p> <p>Assignment for Next Week: Prepare a Psychoeducational Report to share in class.</p>
11/7	<p>Class Activity: Peer Reviewed Psych Report using the CPSE rubric (see Learning Suite's content page for a copy). Please bring a de-identified Psychoeducational report to exchange with a peer in class. We will be reviewing the rubric and cross checking our reports.</p> <p>Districts Invited to Present</p>	<p>Assignment Due:</p> <p>Peer reviewed psychoeducational Report <i>(to learning suite by end of class)</i></p>

11/14	<p>Discussion Topic: (1) Setting Appropriate Professional Boundaries (having a heart while maintaining appropriate self-care); (2) Lifelong participation in professional organizations and local leadership; (3) Scheduling a work day in the schools</p> <p>Presented By: Tim</p> <p>Districts Invited to Present</p>	<p>Assignment Due: CPS Plans – Brief Summary (learning suite)</p>
11/21	<p>Discussion Topic: Helpful technology tips, data forms, and google drive internship resources folder.</p> <p>Presented By: Nancy</p> <p><i>*Reminder: regardless of hours accumulated, students are to continue to attend practicum through the last week of the public school calendar.</i></p> <p>Districts Invited to Present</p>	
11/28	<p>Family Advocacy: Empathetic communication during IEP meetings. IEP Role Play</p> <p>Anti-Racism similar Anti-Bias initiatives Presented By: Tim</p> <p>Districts Invited to Present</p>	<p>Assignment Due: Fall end of semester evaluation of practicum site & supervisor. Review: https://files.eric.ed.gov/fulltext/EJ1232217.pdf</p> <p>Update November Time Log</p>
12/5	<p>Internship Readiness Form Update Setting Goals for Winter Prac Catch Up Day for Presentations and Lectures</p> <p>Districts Invited to Present</p>	<p>Assignment Due: Supervisor end of semester evaluation on Educator Final Assignments, Educator December 15th.</p> <ul style="list-style-type: none"> - Case studies - Program Eval - Psych Report - Supervisor Evals - Domains 1-4 - Final Time Log - Final update on goals - Ethical Dilemma - Field Demographics - Professional Development Activities

TIPS FOR SUCCESS
at your practicum site

The first week of practicum will involve orientation to the school and personnel. Learn names and policies. After you have a solid understanding of what is expected, confirm future arrangements, such as what tasks you could begin to do next week (e.g., assessments). Then after you have a sense of mutual understanding, use weekly supervision time to lots of questions, such as:

What do you see as the primary roles of a school psychologist in this school?

What factors/resources help you succeed?

When was a time that you knew that your work had truly benefitted this school?

How has understanding cultural issues helped you to better meet students' needs?

How do you see school psychologists working with families to promote school success?

What recommendations would you give to a beginning school psychologist?

Establish a strong working relationship with your supervisor. If you have not previously worked in public schools, the first two weeks will involve shadowing your supervisor, but by the third week you should be doing some tasks independently (e.g., assessments, observations). Then continuously work to implement what you had seen during the shadowing phase (do what you saw done), and proactively seek out opportunities to use your skills independently. For instance, if you observed how your supervisor runs a weekly social skills group, gradually transition to co-leading the group and then leading the group, then adding a second on your own (or a third group on a similar topic, such as emotional regulation).

Please conduct yourself as an emerging professional. Be appreciative to your supervisors and other school personnel. Dress professionally. Uphold the BYU honor code, and professional and ethical standards; be especially aware of confidentiality issues. For the most part, what happens at practicum, stays at practicum (e.g., no stories about specific children to your roommates/family).

Be on time. If you are not able to attend practicum because you are sick (there should be very few good reasons for missing practicum) notify supervisors of your illness and make plans to make up the missed time. If you know you will not be attending practicum for other reasons, make sure your supervisors are aware of your absence in advance

Contact parents after obtaining your supervisor's permission.

When entering any classrooms for observations, introduce yourself to the teacher and ask if this time is OK for them. Introduce yourself as a "school psychology assistant or graduate student" but NOT as a school psychologist. In some schools, the preferred 'protocol' is to schedule observations with the teacher before you enter the classroom to observe.

After asking questions about how to proceed on a given task, move forward. Mistakes are expected (so relax) – and are opportunities to learn. The supervision process will help you understand what to do differently next time. It is doubtful that you will make mistakes that cannot be corrected because you will be supervised closely. Acknowledge that you have important contributions to make. You are a college graduate and have good ideas about students and the learning process. Be unassuming and flexible when making your contributions.

If you experience ongoing frustration in your practicum setting, use the problem-solving process and seek supervision from your respective supervisor. Problems ignored or left unattended tend to get more difficult to solve.

Your primary purpose for being at practicum is to learn. If you are not learning or are not having a variety of experiences, contact your university-based supervisor for guidance about how to proceed.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment, including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique

'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

BYU Statement of Belonging

We are united by our common primary identity as children of God (Acts 17:29; Psalm 82:6) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement). We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement);^[1]_[SEP]
- We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12-27);^[1]_[SEP]
- Our interactions create and support an environment of belonging (Ephesians 2:19); and^[1]_[SEP]

The full realization of each student's divine potential is our central focus (BYU Mission Statement).

APPENDIX A

PRACTICUM AND INTERNSHIP PORTFOLIO

During the second year of the program students complete course assignments and projects in school settings that are compiled into a simplistic portfolio relevant to practicum (CPSE 678).

All students are required to complete a comprehensive portfolio during their practicum and internship. This section explains what to include in the portfolio. The portfolio provides documentation of students' professional competencies across the 10 NASP domains. The portfolio is divided into 10 sections representing each of the 10 NASP domains. Each section or domain should begin with a rationale statement or introduction, briefly describing the artifacts included in the section, a rationale or justification for including the artifacts which describes a clear connection between the artifact and the knowledge, skills, and dispositions related to the domain. The student also includes a reflective statement that accurately evaluates both the strengths and the weaknesses of the artifacts and their skills. The student will also identify future efforts to increasing competency in the respective domain. Examples of previous students' portfolios are available from the program coordinator. Two case studies, two psycho-educational reports, and a program evaluation that are completed during the internship year are also required. One case study must focus on a child with an academic concern, and the other case study must focus on a child with a behavioral concern.

The NASP 10 Domains of Practice Include:

Domain I: Data-Based Decision-Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists also use a problem-solving framework as the basis for all professional activities. Through this process, they systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels while also considering ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Artifacts to demonstrate competency:

- Psychoeducational Reports that demonstrate the student's ability to determine students' need for services, including eligibility for special education and to provide information relevant to the development of individual service plans.
- Case studies, with interventions and progress monitoring provided. One case study must address an academic concern and the other a behavioral/social-emotional problem.
- Program evaluation or school-wide data that shows improved outcomes in academic or behavioral/social-emotional aspects of schooling
- Examples of varied assessments (e.g., Functional Behavior Assessment (FUBA), Curriculum Based Evaluations (CBE), Psychoeducational Evaluations) that demonstrate that interventions are based on assessment data and that interventions are closely monitored by collecting data and using that data to make further intervention decisions.
- Using information and technology resources to enhance data collection and decision-making.
- Providing support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision-making about the instructional, behavioral, and social-emotional needs of students.

Domain II: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods 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 effectively with others.

Artifacts to demonstrate competency:

- Data regarding student progress as a result of collaboration/consultation
- Case studies (documenting collaboration)
- Documentation of participation in team (e.g., district, school, or community) planning and decisions and improved student outcomes from participation
- Documentation of effective collaboration with teachers, specialists, administrators, parents and family members, community-based agencies, and physicians and medical personnel, etc. (brief narrative descriptions, letters of support from collaborators that document effective relationships that facilitated positive change, etc.)
- Using the consultative problem solving process for planning, implementing, and evaluating all instructional and mental/behavioral health services.
- Advocating for the needed change at the individual student, classroom, building, district, state or national levels.

Domain III: 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 curricula 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.

Artifacts to demonstrate competency:

- Data regarding student progress to academic interventions (academic case study)
- Data documenting involvement in planning and implementing early prevention and intervention work
- Curriculum-based assessments and intervention documentation
- Description or copy of learning aids, lessons, materials, applications, etc. implemented (academic interventions)
- Documentation of involvement in school or district academic interventions (working with SPED or GEN ED Teachers in these areas)
- Using culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning.
- Sharing information about research in curriculum and instructional strategies

Domain IV: 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. School psychologists, in collaboration with others, design, implement and evaluate services that promote resilience and positive behavior, support socialization, and adaptive skills, and enhance mental and behavioral health

Artifacts to demonstrate competency:

- Data regarding student progress to social, behavioral, and life skill interventions that identify appropriate developmental needs and expectations
- Behavioral assessments and intervention documentation (FUBA, BIP)
- Descriptions or copies of social and life skills counseling, lessons, materials, systems, groups, etc. that were implemented and that demonstrate an awareness of developmental levels
- Documentation of involvement in school or district behavioral or adaptive interventions or initiatives (e.g., Positive Behavior Support)
- Demonstrating and understanding the impact of trauma on social, emotional and behavioral functioning and implementing practices to reduce the effects of trauma on learning and behavior.
- Evaluating evidence-based interventions to improve individual student social, emotional, and behavioral wellness.

Domain V: School-Wide Services to Promote Safe and Supportive Schools

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; implementation science; and evidence-based school practices that promote learning and mental and behavioral 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 students and others.

Artifacts to demonstrate competence:

- Description of involvement (and outcomes from being involved) in systems interventions (school-wide or district) and committees, etc.
- Evidence of integration of general and special education interventions and activities
- Evidence of contributions to team meetings and decisions
- Supervisor evaluation of effective relationships within school settings
- Developing, implementing, and evaluating prevention and intervention programs to ameliorate student risks that address precursors to learning and behavioral problems.
- Collaborating with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students.
- Participating in and evaluating programs that promote positive school climates, wellness and resiliency, safe and non-violent schools and communities.
- Providing professional development and coaching for parents and staff to promote positive behavior and school engagement.

Domain VI: 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 multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Artifacts to demonstrate competence:

- Lesson plans for general or special education students that address mental health issues. The lessons will include objectives and means of measuring student learning. The lessons will have a foundation of empirical evidence.
- Intervention plans for a school-based crisis that reflect cultural influences of the respective setting and integrate appropriate community resources to best meet the needs of those served. Obtaining feedback and data about the effectiveness of intervention plans and revising the plans to increase effectiveness for future needs.
- Using knowledge of risk and protective factors to address problems such as school completion, truancy, bullying, youth suicide, and school violence.
- Developing, implementing, and evaluating prevention and intervention programs that address precursors to severe learning and behavioral problems.
- Participating in school crisis prevention and response teams.
- Participating in and evaluating programs that promote safe and violence-free schools and communities.

Domain VII: Family, School, and Community Collaboration

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 and mental and behavioral health; and strategies to develop collaboration between families, schools and communities. 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 partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children

Artifacts to demonstrate competence:

- Evidence of meetings with families (in collaboration with their field or university-based supervisor) and identifying family strengths and components of the family system that impact delivery of services and implementation of interventions. These meetings will result in families being an important and valued contributor in the intervention process.
- Collaborating with and engaging parents in decision-making about their children.
- Promoting respect and appropriate services for cultural and linguistic differences.
- Promoting strategies for safe, nurturing, and dependable parenting and home interventions.
- Creating links among schools, families, and community providers to address the needs of students in non-traditional home settings (e.g. foster care, homeless shelters, etc.).
- Using evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships.
- Documentation of collaboration with community resources (faith-based groups, community agencies, private mental health professionals, or health care providers)

Domain VIII: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Understanding and recognizing equitable practices for diverse student populations in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery

Artifacts to demonstrate competence:

- Using a strengths-based approach for addressing the needs of English language learners.

- Promoting fairness and social justice in school policies and programs.
- Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of all services.
- Self-rated research-based measure of multicultural competence
- Data regarding school demographics (FED form—see demographics assignment) and service utilization. How did you use that information to inform your practice?
- English Language Learner evaluations and outcomes that demonstrate culturally responsive evaluation and intervention practices
- Translation of school materials into various languages
- Documentation of effective use of interpreters
- Documentation of research/information about cultural issues in the school
- Documentation of responsive support of culturally and linguistically diverse students
- Materials/references/resources/crisis intervention resources developed for teachers/parents/students with respect to cultural and linguistic issues
- Evidence of involvement of cultural experts in decision making that impacts students with unique needs and those from diverse backgrounds

Domain IX: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation 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, and analysis to support effective practices at the individual, group, and/or systems levels.

Artifacts to demonstrate competence:

- Using research findings as the foundation for effective service delivery.
- Using techniques of data collection to evaluate services at the individual, group, and systems levels.
- Assisting teachers in collecting meaningful student data.
- Applying knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.
- Evidence that interventions are evidenced-based by providing citation of references in intervention plans.
- Summaries of a personal research project (thesis) that contributes to the understanding of human nature. Sharing research findings with other practitioners, teachers, staff, and parents.
- Program evaluations (e.g., school-wide interventions, comprehensive guidance programs, after school programs) that summarize and identify program outcomes and implications for future practice, using aggregated data if appropriate.

Domain X: 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.

Artifacts to demonstrate competence:

- Remaining knowledgeable about ethical and professional standards, and legal regulations.
- Assisting administrators, other school personnel, and parents in understanding regulations relevant to general and special education.
- Engaging in professional development and life-long learning.
- Using supervision and mentoring for effective practices.
- Supporting the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.
- Summary of a situation that required using a problem-solving model to determine an ethical approach to resolving the problem. Ethical Dilemma.
- Evidence of using legal knowledge to protect the rights of children and the organizations that serve them
- Summary of personal roles and functions of a school psychologist within their current work setting
- Evidence of completed appropriate professional development activities and document how the professional development activity made a positive difference in the education of a child.

APPENDIX B

Example: Practicum Goal Setting Chart

Goal Plan for: _____ Date: _____

Objective	Activities	Indications of Success	Projected date of completion
1.0	<p>Demonstrate proficiency in using the problem solving process to respond to student, teacher, and parent concerns about student's learning or behavior.</p>	<p>With your supervisor, identify a student which has behavioral or academic concerns.</p> <p>Complete the problem solving process worksheet with your supervisor and other professionals or parents as is appropriate.</p>	<p>Review of problem problem-solving process in your journal.</p> <p>Record feedback from supervisor in journal.</p> <p>Record personal observations of process in your journal.</p> <p>Include problem-solving process worksheet in your portfolio.</p> <p>Progress notes.</p> <p>Reflections in journal.</p>
1.1	<p>Demonstrate proficiency maintaining the problem-solving process through initial intervention, assessment, and monitoring interventions.</p>	<p>Maintain progress notes, assessment plans, and intervention summaries which document the effectiveness of intervention and assessment.</p>	<p>March 10, 2020</p>
1.2	<p>Demonstrate proficiency in administering standardized tests</p>	<p>Observe supervisor administer WISC</p> <p>Observe professional administer a measure of academic performance</p> <p>Co-score standardized tests (list specific tests) with supervisor or other professional</p>	<p>Notes in internship log</p> <p>Discussion with supervisor</p> <p>Protocols from activity</p> <p>December 15, 2020</p>
1.3	<p>Demonstrate proficiency in qualitatively reviewing assessment procedures</p>	<p>After co-scoring protocols discuss with supervisor the significance of test results</p> <p>Read two psychological reports and evaluate the usefulness of the information in developing interventions and informing the reader about quantitative results</p> <p>Draft a psychological report that contains qualitative information about assessment procedures</p>	<p>Record highlights of discussion in journal</p> <p>Report reactions in journal</p> <p>Psychological report</p> <p>December 15, 2020</p>
1.4	<p>Demonstrate proficiency in developing interventions from assessment</p>	<p>Develop interventions based on assessment.</p> <p>Have a peer review recommendations and incorporate appropriate feedback into report</p> <p>Draft a psychological report and submit to instructor for review</p>	<p>Write recommendations based on assessment. Recommendations have evidence of efficacy and efficiency.</p> <p>Peer notes and second draft of report.</p> <p>Final draft of a psychological report that presents assessment data which leads to effective and efficient interventions.</p> <p>December 15, 2020</p>

Practicum Goal Setting Chart

Practicum Plan for: _____ Date: _____

NASP Domain	Objective	Activities	Indications of Success	Projected date of completion
What is my desired outcome? What NASP competency, skill, or ability do I want to develop?	What actions will I need to take to obtain the desired outcomes?	What kinds of tasks will facilitate the actions that I want?	What kinds of situations, relationships, and attitudes will facilitate my desired tasks/actions and demonstrate my success?	

Mid-semester Update:

End-of-semester Update:

APPENDIX C FORMS

Steps in Resolving an Ethical Dilemma

To be completed by the practicum student

Date: _____

- (1) Identify the problem or dilemma.

- (2) Identify the potential issues involved.

- (3) Review the relevant ethics codes.

- (4) Know the applicable laws and regulations.

- (5) Obtain consultation.

- (6) Consider possible and probable courses of action.

- (7) Enumerate the consequences of various decisions.

- (8) Decide on what appears to be the best course of action.

- (9) Document your actions.

Field Experience Demographics Worksheet

To be completed by the Practicum student

Each semester during practicum and internship, university students record their interaction with diverse K-12 students. If a university student has FEWER than three schools, leave spaces blank.

- School Name:**1. _____
 2. _____
 3. _____

On the USOE web site: <https://datagateway.schools.utah.gov/> “School Report Cards” (right side of page), then “reports” (top menu), then “Current UPASS School Performance Reports” (appears as option under reports menu), then select the “district and school” to find the demographic information for each school. For elementary schools:

	School 1	School 2	School 3
Language Arts Status / Progress			
Math Status / Progress			
Science Status / Progress			

On the school report site, look under “additional information.” Document actual numbers for schools, not estimates or approximations.

	School 1	School 2	School 3
Average Daily Attendance (%)			
School Mobility Rate (%)			
Total Number of Students Enrolled:			
# African American/Black			
# American Indian			
# Asian			
# Hispanic			
# Not Declared			
# Pacific Islander			
# White			
# English Language Learners			
# Socioeconomic Status (Free/Reduced Lunch)			
# Students with Disabilities			
Elementary Title 1 program(s) yes / no			

**Conceptual Format for Counseling “SOAP” Notes
Session Summary Report**

Date: _____

Session # _____

Practicum/Intern _____ Student _____

SUBJECTIVE: (Student’s feelings, reported or observed)

OBJECTIVE: (Facts, issues addressed during session)

ASSESSMENT: (Theoretical understanding, diagnosis -if applicable, prognosis, progress)

PLAN: (Plans/contract for next session)

Short term

Long term:

Collecting Data: What data will you collect to assist in monitoring student’s progress? Who will collect the data? Who will monitor and summarize the data? What data benchmark will determine success? Who will you share this data with in order to account for student’s progress?

Group Counseling Record

Group _____

Day and Time of Group: _____

Student Name	Teacher	Room	Grade	Permission Slip	#1	#2	#3	#4	#5	#6	#7	#8

Goals of Group Counseling:

Collecting Data:

What data will you collect to assist in monitoring students' progress?

What baseline data will be collected?

Who will collect the data?

Who will monitor and summarize the data?

What data benchmark will determine success?

Who will you share this data with in order to account for students' progress?

What follow-up data will be collected?

#1 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#2 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#3 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#4 Session Summary

Date:

Topic/Activity/Goals:

Comments:

#5 Session Summary

Date:

Topic/Activity/Goals:

Comments:

[Add additional sessions as needed]

Final Summary of Group Counseling: Specify goals, data collected to monitor the goals and summarize students' progress in meeting those goals. Specify necessary follow-up or additional support needed to ensure students success.

Case Consultation Notes

University Practicum Student:

School:

Dates of Contact:

Reason for Referral/Initial Concerns:

Observations/Information from Interview:

Diagnostic Impression:

Goals: Be specific (select measurable and observable behaviors)

Data Collection: How will you measure your goals? Who will collect data, what type of data will be collected?

Session Summaries

Session:

#1

#2

[Add more sessions as needed]

Final Disposition (Referral, Closure, Evaluation, data collected and summary of data)

APPENDIX D
PROFESSIONAL DEVELOPMENT ACTIVITIES

INTERNET RESOURCES FOR SCHOOL PSYCHOLOGISTS

updated 8/17/2020

COUNSELING SKILLS

<p>Setting up Your Office for Counseling Children (5 minutes 39 seconds)</p>	<p>https://www.youtube.com/watch?v=zRdfjO-Bv_A</p>
<p>Video of INEFFECTIVE INTERVIEWING- -- Example of when the counselor starts out OK in building rapport, but ends up being judgmental when asking questions about high-risk behaviors---asking for details, but done in such a way that stigmatizes and railroads client---at about 5 minutes into the interview, watch how the counselor switches in attitude and probing, labeling behavior, becoming directive in what the teen SHOULD be doing---so it is judgmental and very counselor-directed. (12 ½ minutes)</p>	<p>https://www.youtube.com/watch?v=Ocp_1PtZupg</p>
<p>Motivational interview with high risk for using/abusing alcohol (initial interview)---this is a school counselor, but very much in line with how a school psychologist might conduct an initial interview Produced by University of Florida Institute for Child Health Policy & Cherokee Nation (19 ½ minutes)</p>	<p>https://www.youtube.com/watch?v= TwVa4utpII</p>
<p>TED talk on Trauma & Play Therapy Holding Hard Stories by therapist Paris Goodyear-Brown (18 minutes)</p>	<p>https://www.youtube.com/watch?v=SbeS5iezIDA</p>
<p>Quick Tips About Approaches To Counseling Adolescents (3 ½ minutes)</p>	<p>https://www.youtube.com/watch?v=kFS6KAu6EQA</p>
<p>Video Clip: Helpful Thoughts: CBT Activity-demonstrates how thoughts feelings and behaviors are connected; demonstrates with a child (6 minutes 35 seconds)</p>	<p>https://www.youtube.com/watch?v=VNHPxkT0wIg</p>

<p>Counseling Video Three-step emotional change trick: (a) honor the feeling, (b) do something different or think a different thought, and (c) spread the good mood. (6 minutes 43 seconds)</p>	<p>https://www.youtube.com/watch?v=ITWhMYANC5c</p>
<p>List of Counseling and Psychotherapy Demonstration Videos ---these role plays are with adults, but many of the skills are relevant when working with adolescents</p>	<p>http://drjosephhammer.com/resources/list-of-counseling-and-psychotherapy-demonstration-videos/</p>
<p>LISTENING SKILLS</p>	
<p>Starting a Counseling Session with a Child Tips offered by a counselor (2 minutes 44 seconds)</p>	<p>https://www.youtube.com/watch?v=D-HiOmzCgBc</p>
<p>The Rabbit Listened (children’s story read on youtube) (5 minutes 20 seconds)</p>	<p>https://www.youtube.com/watch?v=1dF27It5dq8</p>
<p>TED Talk: 10 Ways to Have a Better Conversation (11 minutes 44 seconds)</p>	<p>https://www.youtube.com/watch?v=R1vskiVDwl4</p>
<p>COUNSELING YOUTH IMPACTED BY TRAUMA</p>	
<p>The Trauma Sensitive School ---great info for whole school (1 hour training)</p>	<p>https://www.youtube.com/watch?v=7Q5TTO96OVg</p>
<p>Puppet Therapy with Traumatized Children (2 minutes 11 seconds)</p>	<p>https://www.pinterest.com/pin/537898749240766565/</p>
<p>Trauma-Focused CBT (based on Cohen, Mannarino, & Deblinger) Information about Trauma-focused CBT, but also includes a role play with an adolescent (13 minutes 22 seconds)</p>	<p>https://www.youtube.com/watch?v=JTcjMPoxUTM</p>
<p>Role Play: CBT for PTSD Dissociation---Example of how grounding techniques can be used in therapy</p>	<p>https://www.youtube.com/watch?v=RybY4zIecQ4</p>

(13 minutes 10 seconds)	
SCHEDULING A WORK DAY IN THE SCHOOLS	
50+ Scheduling Tips for School Based Therapists	https://www.yourtherapysource.com/blog1/2017/08/22/scheduling-tips-school-based-therapists/
Free Scheduling Software	https://www.smallbizgenius.net/free-appointment-scheduling-software/#gref
The Calming Corner School Psychologist's Blog: School Psychologist Organization for the New Year!	https://www.thecalmcorner.com/2018/12/school-psychologist-organization-for-the-new-year.html
COLLABORATING WITH TEACHERS/ADMINISTRATORS	
<p>(a) Definition of Collaboration (2 minutes 46 seconds)</p> <p>(b) Building Relationships Between Parents and Teachers: TED talk (11 minutes)</p> <p>(c) Teacher and parent relationships - a crucial ingredient TED talk (9 minutes 20 seconds)</p> <p>(d) Teacher Collaboration: Spreading Best Practices School-Wide (3 minutes 25 seconds)</p> <p>(e) Jeffrey and Michael parent teacher conference (<i>Everybody Loves Raymond</i>) (4 minutes 17 seconds)</p> <p>(f) Parent Teacher Conference: Carol Burnett - The Family: "Teacher's Dilemma" (14 minutes 44 seconds)</p>	<p>https://www.youtube.com/watch?v=Po40I4c94R0</p> <p>https://www.youtube.com/watch?v=kin2OdchKMQ</p> <p>https://www.youtube.com/watch?v=FxJIsZsYKQQ</p> <p>https://www.youtube.com/watch?v=85HUMHBXJf4</p> <p>https://www.youtube.com/watch?v=y9srPFbpQ2w</p> <p>https://www.youtube.com/watch?v=j0E35xIFolc</p>
HOW TO HELP PROMOTE POSITIVE SCHOOL CLIMATE, ETC.	
(a) 5 Ways to Foster a Positive School Climate (Dewitt, 2016)	https://blogs.edweek.org/edweek/finding_common_ground/2016/06/5_ways_to_foster_a_positive_school_climate.html
(b) National Center on Safe Supportive Learning Environments:	

School Climate Improvement (definition and resources)	https://safesupportivelearning.ed.gov/school-climate-improvement
TEACHING SELF-REGULATION SKILLS	
5 Fun GAMES to Teach Self-Regulation (Self-Control) Early Childhood Development: Teaching kids to have self-regulation (7 minutes 53 seconds)	https://www.youtube.com/watch?v=H_O1brYwdSY
Video Clip: Cookie Monster practices self-regulation by Life Kit Parenting, NPR (5 minutes 6 seconds)	https://www.youtube.com/watch?v=j0YDE8_jsHk
Video of a story book: Social Sprouts Story Time (14 minutes 42 seconds)	https://www.youtube.com/watch?v=UTTCYeyxG_I NOTE: The story starts 1 minute 11 seconds into the video.
Short Social Skills and Social Stories (Autism)	https://www.youtube.com/playlist?list=PLdMG7sCpdy4dulj5geSyzIcy8ZSNKQP9N