

CPSE 604
Psycho-Educational Foundations
Winter Semester 2024
Tuesday, 12:00-2:50 pm

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Office Hours: Tuesdays 3-5pm or by appointment

COURSE DESCRIPTION

This course provides an overview of topics related to the expanding field of school psychology, including the historical development and merging of education and psychology. In particular, this course investigates past and current issues in the field of education, mental health services in schools, professional standards of school psychology, advances in the roles and expectations of school psychologists, special education policies and issues, helpful resources for practice, and diversity of professional opportunities. Additionally, this course investigates how the profession of school psychology interfaces with organizations and systems, including the individual, family, school system, and community. Students will be challenged to think about practical applications of special education services in schools related to the assessment of student needs, understanding and writing IEP goals, and identifying research-based interventions to support student success. During this course, students will consider their own development and goals as budding professionals. They will work toward these goals while spending time in the schools observing experienced school psychologists in their day-to-day roles.

ABOUT THE INSTRUCTOR

I am a licensed school psychologist who has worked in public and private schools, community mental health centers, child advocacy centers, and medical centers. I love each of these settings and the unique ways that they help children be successful. My personal philosophy as a school psychologist is very growth-oriented and focused on recognizing each student's skills and potential. I strive to apply the same outlook as an instructor, knowing that each of you bring a valuable background and skillset to the table. All of you have the ability to be successful in this course, and I am here to help with any difficulties that arise along the way. I also believe that there is much to learn from your peers and the professionals you will meet this year. Therefore, I expect you to take advantage of discussions and other opportunities to soak up knowledge this semester. Perfection is NOT expected in this course; rather, you are expected to put forth your best effort and demonstrate your ability to become a lifelong learner. I am excited to work with each one of you!

REQUIRED READING & TEXTBOOKS:

Spring, J. (2022). *American education* (Sociocultural, Political, and Historical Studies in Education; 20th ed.). Routledge. ISBN-13: 978-0-367-55386-9

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

SUPPLEMENTAL READINGS:

UT State Board of Education Special Education Rules (previously called the BLACK BOOK)—This 227-page booklet is available online. Pages 51-81 contain the 13 disability categories.
<https://www.schools.utah.gov/file/9489d09b-5ede-462b-a135-4ee55918b431>

Thomas, A., & Grimes, J. (2014). *Best practices VI*. Bethesda, MD: National Association of School Psychologists. (Selected chapters)

Positive Behavioral Supports and Least Restrictive Behavioral Interventions (LRBI) (65-page booklet)
http://iseesam.com/content/teachall/text/rules/lrbimanual_02.pdf

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

The Professional Standards of the National Association of School Psychologists (2020) –Click “2020 Standards.”

<http://www.nasponline.org/standards-and-certification/professional-ethics>

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>

Office of Special Education Programs (OSEP)

<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

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>

UNIVERSITY POLICIES AND RESOURCES

Treating all Individuals with Respect

Please review BYU’s Honor Code on this website: <https://policy.byu.edu/view/index.php?p=26>

All BYU students are expected to treat their peers, professors, school personnel, parents, and children/youth with respect, even when opinions may differ. Information in classes should be discussed with language and attitude that demonstrate respect for all individuals involved.

BYU Statement of Belonging:

We are united by our common primary identity as children of God (Acts 17:29; Psalms 82:16) 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)
- 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).
- Our interactions create and support an environment of belonging (Ephesians 2:19); and the full realization of each student’s divine potential is our central focus.

Responding to and Reporting Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sexual 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, you have several options to report or voice your concerns. You can talk with 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. Refer to the following website for additional information: <https://policy.byu.edu/view/index.php?p=155> Additional options include calling or visiting with Tiffany Turley, who serves as the university's Title IX coordinator. Her office is in 1085 WSC. She can also be contacted by phone or email: 801-422-7256; tiffany_turley@byu.edu. Another option is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: lisa_leavitt@byu.edu; advocate@byu.edu; or call 801-422-9071. Her office is in 1500 WSC.

Understanding Services Available for Students with Disabilities:

Brigham Young University and I are committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact me at the beginning of the semester to ensure adequate prevention and intervention efforts to provide 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 based on 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 by phone at 801-422-6878 or 801-422-5895.

Guidance on the Use of Artificial Intelligence

Artificial Intelligence (AI) refers to computational tools that make decisions or generate content based on algorithms. As educational psychologists, we seek to understand how technology can enhance human capabilities and production – for our students and ourselves. AI has the potential to improve the content and quality of our work; however, it must be used wisely, ethically, and under appropriate parameters. In order to clearly distinguish between human and computer-generated academic work, the following guidelines are recommended:

- Students must disclose the use of AI in their assignments and research by including a statement acknowledging their source, the prompt used, and the extent of its influence.
- Students should ensure that their use of AI complies with ethical requirements, course expectations, and McKay School and university policy. Ethical considerations may include any known biases about the source of AI that was used, avoiding copyright/privacy infringement, and verification of information that was generated by AI (especially pertaining to academic or scientific references).
- Students may not use AI to misrepresent their abilities or knowledge pertaining to course content. Doing so could result in disciplinary action, depending upon the extent of its use. Student use of AI must also adhere to BYU's plagiarism policy: <https://policy.byu.edu/view/academic-honesty-policy>.

LEARNING OBJECTIVES

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

- (1) Identify issues, major legislation, and important events and individuals critical in developing the American educational system and the profession of School Psychology, including state and federal guidelines.

Assessment of Knowledge: Midterm and final exam

- (2) Demonstrate understanding of how school psychologists collaborate in reflective decision-making, meeting the needs of students, parents, teachers, schools, and communities through field observation.

Assessment of Knowledge: Personal IEP and activity log; Final exam

- (3) Increase familiarity with the major eligibility criteria governing classification for special education services and strategies for writing effective IEPs.

Assessment of Knowledge: Book chapter presentation and UT Rules and Regulations assignment

- (4) Develop sensitivity and skills needed to effectively serve diverse populations (e.g. considering the range in abilities from intellectually challenged to gifted, age diversity from preschool through adult learners). In particular, describe the consultative skills required to communicate effectively with parents, teachers, and school administrators across such a variety of backgrounds. Students will explain the implications of how diversity impacts communication and service delivery.

Assessment of Knowledge: Personal IEP, midterm exam, final exam

COURSE REQUIREMENTS

Assigned Readings and Reflection Papers (11 total, 10 points each)

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. After completing the reading for each week, students will submit a 1-2 page paper that includes the following elements:

1. Two discussion questions based on the reading materials, which may be included in class lecture as determined by the instructor.
2. A summary of activities completed for your Personal IEP over the past week.
3. Any lingering questions related to the readings or your Personal IEP experiences.

Papers are due each Monday by 5pm. They should not be more than 1-2 pages in length (and will be much shorter if you did not engage in any shadowing activities).

Personal IEP (10 points) and 20 Hours of Experiential Learning (30 points)

Students will create a list of experiences that align with their personal goals for the class. Experiences should include a variety of pre-planned activities, including observing school psychologists and other professionals in public school/educational settings. Students will select, carry out, and then briefly describe their school-based experiences. At least 15 of these hours should take place in the schools shadowing an experienced school psychologist. The remaining 5 hours may be completed indirectly by researching or reviewing materials. Students are expected to log their hours and activities (an excel spreadsheet works just fine) and write a summary of what they did in their weekly reflection papers.

NEW REQUIREMENT: You must observe at least one IEP meeting during your shadowing experience.

Class Presentation (20 points)

Each student will select a chapter from the textbook, *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. Please read your chapter and provide a summary of the important content, ideally no more than 10 minutes long. Please also include any resources that you can find to help students better understand the topic. Other students should then have the chance to practice with chapter content and ask questions. You will facilitate their learning during this time.

Your presentation should be 15-20 minutes in length, including time for student practice and questions. Please provide a PowerPoint or electronic handout summarizing key information and resources.

Midterm and Final Exam (50 points each)

Students are required to complete a midterm examination that will cover topics addressed in class and in the readings. It will consist of multiple choice and short response questions to assess your knowledge of key content and principles. This exam will be open-book and open-note. You will have 90 minutes in class to complete the exam.

The final exam is designed to help students show their understanding of the course material and how it applies to their future as a school psychologist. There are two pieces to the final exam:

- 1) Creation of a vision board (30 points). A vision board is a collage of words and images that represent your goals. For this project, I would like you to reflect on your time in the class, what you have learned, and how it has shaped the school psychologist you want to become. The vision board you create should reflect your professional ideals, goals, and inspirations. It can serve as a guide while you move forward in the program and remind you of what is most important to you professionally.
- 2) Vision board concept paper (20 points). Please write a 2-page paper describing your vision board and the course content that influenced your ideas. Be sure to discuss the important historical developments, principles, and experiences integrated into your final product.

Professionalism (10 points)

Students will be graded based on their class attendance and quality of preparation for class activities (completing readings and contributing to discussions). In-class behaviors considered to be unprofessional include surfing the web, responding to or making cell phone calls –*except for emergency calls*, e-mailing, texting, 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, or engaging in conversation not related to class topic). Other factors that will be considered include sensitivity while discussing complex issues, respect for individual diversity, openness to instructor and peer feedback, and cooperation and collaboration during learning activities.

Attendance (10 points)

Being in class and participating in course activities is paramount to your learning. Students are expected to attend each class in person (on camera, for our remote students) and arrive at the designated time. If you are ill or have another emergency come up, please notify the instructor as soon as possible for planning purposes. In situations of illness or emergency, in-person students may attend class over zoom, but only with instructor approval, and their camera should be on while class is in session. If a class is missed, the student is responsible for working with the instructor to make up assignments.

Students can miss one class without penalty but will begin losing attendance points if additional absences occur. If students consistently arrive late to class (especially more than 5-10 minutes), they may also lose attendance points.

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%)

PERSONAL IEP: SUGGESTED ACTIVITIES

Consider areas of knowledge or experience that you would like to develop before starting your formal practicum. Please create goals to address these, and then choose 5-8 activities to engage in that could help with this endeavor. For activity ideas, see the items below. Your personal IEP and list of selected activities will be due the third week of the semester.

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
- 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

CLASS SCHEDULE WINTER 2024

Date	Topic	Readings	Assignments Due
1/9	Course Introduction COVID-19 Pandemic and the Goals of Schooling	Spring Chapter 1 (students do not need to complete this before class)	None
1/16	The Social Goals of Schooling IEP Book Chapter 2	Spring Chapter 2	Reflection Paper #1 Personal IEP Draft (bring to class for discussion)
1/23	Education and Equality of Opportunity IEP Book Chapter 3	Spring Chapter 3	Reflection Paper #2 Finalized Personal IEP
1/30	The Economic Goals of Schooling IEP Book Chapter 4	Spring Chapter 4	Reflection Paper #3
2/6	Equality of Educational Opportunity IEP Book Chapter 5	Spring Chapter 5	Reflection Paper #4
2/13	NASP CONVENTION	Attend at least 1 session of NASP and write a 1-page summary of what you learned	Reflection Paper #5 (NASP + Personal IEP summary)
2/20	MONDAY INSTRUCTION	Read USBE Special Education Rules https://www.schools.utah.gov/file/9489d09b-5ede-462b-a135-4ee55918b431	Complete UT Rules and Regulations Worksheet (counts as Reflection #6)
2/27	Student Diversity/UT SPED Rules and Regs IEP Book Chapter 6	Spring Chapter 6 Midterm Review Activity	Reflection Paper #7
3/5	MIDTERM EXAM IEP Book Chapter 7	None – Please review previous readings and notes to prepare for the midterm	Prepare for the Midterm Exam
3/12	Who Controls American Education? IEP Book Chapter 8	Spring Chapter 7	Reflection Paper #8
3/19	State and Federal Control of Education IEP Book Chapter 10	Spring Chapter 8	Reflection Paper #9

3/26	Current Trends and Advocacy IEP Book Chapter 11	Guest Speaker? Someone from USBE to talk about current initiatives and advocacy?	None
4/2	The Teaching Profession IEP Book Chapter 12	Spring Chapter 9	Reflection Paper #10
4/9	Globalization of Education IEP Book Chapter 13	Spring Chapter 10	Reflection Paper #11
4/16	Review and Final Project Presentations IEP Book Chapters 14 & 15		Please bring your final vision board to class (or prepare to share it electronically)
4/23	FINAL EXAM DUE – Please submit the following: <ol style="list-style-type: none"> 1. A photo or copy of your vision board 2. Vision Board Concept Paper 		

Spiritual Thought – Share your favorite inspirational talk

DATE	STUDENT
January 16 th	Ksenia
January 23 rd	Melissa
January 30 th	Sara
February 6 th	Hannah
February 27 th	Eden
March 5 th	Zoe & Haley
March 12 th	Emily
March 19 th	Laine
March 26 th	Kendra
April 2 nd	Sadie
April 9 th	Melanie
April 16 th	Trevor

Book Chapter Presentations: *The IEP from A to Z*

Date	CHAPTER TOPIC	STUDENT
1/16	Chapter 2: The “Gold Standard” for Setting Goals and Measuring Progress	Sadie
1/23	Chapter 3: Setups for Successful Performance	Melanie/Haley
1/30	Chapter 4: Methodology: No Longer a Sacred Cow	T
2/6	Chapter 5: Scaffolding Student Success	Kendra
2/27	Chapter 6: The Case for Generalization	Melissa
3/5	Chapter 7: How to Write Meaningful Goals and Objectives	Laine
3/12	Chapter 8: Measuring Student Performance: More than a Simple “Numbers Game”	Hannah
3/19	Chapter 10: Tools for Assessment and Decision-Making	Trevor
3/26	Chapter 11: Comprehension: The Power That Fuels Expression	Eden
4/2	Chapter 12: The Many Different Faces of Expression	Emily
4/9	Chapter 13: All Things Social	Zoe
4/16	Chapter 14: Executive Function: The Pinnacle of Cognitive Development	Ksenia
4/16	Chapter 15: Critical Thinking: An Essential Life Skill	Sara