

University of Montana
ScholarWorks at University of Montana

Syllabi

Course Syllabi

9-2013

PSYX 587.01: School Psychology Methods

Anisa Goforth

University of Montana - Missoula, anisa.goforth@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Goforth, Anisa, "PSYX 587.01: School Psychology Methods" (2013). *Syllabi*. 85.
<https://scholarworks.umt.edu/syllabi/85>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

PSYC 587 School Psychology Methods
Sections 01
Fall 2013
Wednesdays 12:10-2:00pm

University Supervisor: Anisa N. Goforth, PhD., NCSP
Office: Skaggs 367
Email: anisa.goforth@umontana.edu
Office Phone: 406-243-2917
Cell Phone: 503-562-9379
Office hours: by appointment

School Psychology Methods is designed to provide students with authentic clinical experiences in a school setting. The practicum provides opportunities for students to practice the skills they are learning or have learned in classes, and to begin to engage in the professional activities of a school psychologist. Students will develop a better understanding of schools, educational staff, and students, as well as the roles and functions of school psychologists.

The practicum seminar is designed to accompany the field component of the School Psychology Methods by providing students with a forum to discuss critical issues of practice in a community of scholars and practitioners. We will be using the class as a site to integrate your coursework and field experiences, to examine your development as a professional, and to discuss emerging issues of practice. You will receive direct and indirect supervision of your practicum experience in this class in addition to that provided by the field-based supervisor.

Students are expected to attend their practicum site for the equivalent of one full day (at least 6 hours) during the spring semester. Please reserve 2-4 hours weekly to conduct class assignments in the field setting, the remainder of your time will be spent working directly with your field supervisor. Please note that your supervisor may not be in the building the entire day that you are there. A weekly written record is required to document your practicum hours. Professional dress and demeanor is expected in the practicum setting. Additional time in the site may be required to complete course expectations. It is occasionally necessary to temporarily withdraw students from the practicum placement if problems arise due to the students' progress or to unforeseen circumstances at the practicum site. If this should occur, the instructor will consult immediately with the student and the field supervisor to develop a plan to reestablish the practicum as soon as is feasible.

COURSE LEARNING OBJECTIVES:

1. You will practice under supervision at school-based site as a school psychologist to develop your assessment, consultation, data-based decision making and intervention-related skills utilizing the Problem Solving Model (NASP Std. 2.1, 2.2, 2.3, 2.4, 2.7, 2.9).
2. You will become increasingly familiar with school personnel and organizational characteristics and related community resources (NASP Std 2.6, 3.1).

3. You will develop personal, professional and ethical qualities appropriate to the roles of school psychologists (NASP Std 1.3, 2.10, 3.1).
4. You will develop further experience, knowledge and skill in working within the richly diverse environment that schools, children and their families represent. (NASP Stds 1.2, 2.5, 2.8)
5. You will further develop knowledge and skill in utilizing developmentally appropriate evidence-based best practice in assessment and intervention for exceptionalities and/or psychological disorders among children/youth (NASP Stds. 2.4, 2.5, 2.7).
6. You will develop parent-school consultation skills, learn and apply cross-cultural consultation skills to facilitate parent support and involvement while being sensitive to cultural factors, and gain a deeper insight into the perspective of a parent of a child with exceptionalities. (NASP Stds. 2.2, 2.5, 2.8, 2.11).

NASP Domains of Practice

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services.

Domain 7: Family-School Collaboration Services

Domain 8: Diversity in Development and Learning

Domain 9: Research and Program Evaluation

Domain 10: Legal, Ethical, and Professional Practice

Course Policies and Procedures

Academic Honesty and integrity

As students entering the field of school psychology, there is an expectation of a high standard of academic integrity. Students are expected to perform to the utmost of their ability in an honest and ethical manner. The University of Montana Student Conduct Code (SCC) should be reviewed, especially in regards to plagiarism. It is the policy of the SPSY program that plagiarism will result in an "F" for the course in which the academic violation occurs as well as grounds for consideration of dismissal from the program. The SCC can be accessed either on line (UM Homepage, A-Z Index, select "S", scroll down to "Student Conduct Code") or in the UM Catalog, page. 22.

Professionalism

I expect all students to behave with the highest standard of professionalism, both during class and in your practicum site. As a school psychologist in-training, you represent the university as well as the field. Keep in mind that how you dress and behave makes an impression of you as a professional. Consequently, please wear professional clothing during your practicum setting and act in a manner that highlights your knowledge and expertise.

Accommodations for Disabilities

It is my strong desire to fully include all students in this course. Please discuss any desired accommodations with me as soon as possible. I require documentation of any disabling condition prior to providing substantive accommodations (those that involve changes to deadlines, activities, or products) in this course. Students have the responsibility to arrange for such accommodations with Disability Services for Students (DSS). Please refer to the UM Catalog, page 334.

Attendance and Active Engagement

Attendance is highly encouraged since student's course grades are partially determined by participation in class discussions and activities. Moreover, missing a class can substantially affect students' depth of understanding. Please inform me prior to class if a late arrival or early departure from class is absolutely necessary. An excused absence will be granted only in a *documented* emergency situation.

Religious Observance

Please notify me in advance if you will be absent from class for religious observances.

Incompletes and Make-Up Procedures

Incompletes will be given under limited circumstances (e.g., personal situations, illness). Make-up procedures must be arranged immediately with me. It is my intention to facilitate your success in this course, please do not hesitate to contact me regarding potential barriers to this goal.

Electronic Devices

Electronic devices (such as cell phones, I-pods, mp3s, etc.) must be turned off and put away before class. I encourage the use of computers during class to take notes or to use electronic articles and powerpoints. However, the use of computers for personal reasons during class is inappropriate and disrespectful to other students and to me. I will speak with you if I feel that your use of computers is detracting from your learning and will use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session.

Commitment to Multiculturalism

I am committed to creating an environment in which individuals' diversity and opinions are respected. I strive to integrate multicultural and diversity issues in my courses in ways that is relevant to course content and process. I hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course

“People First” Language

Students are expected to use appropriate, “people first” language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” “severely retarded,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student

with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

Seminar Meeting Format:

Each week in seminar we will: (1) discuss at least 1 case from your practicum site (second year students) and or discuss preschool practices and methods (1st year students), (2) discuss relevant topics to support further professional development in your practicum, with a focus on early childhood assessment, and (3) discuss ethical and professional guidelines that guide your practice.

Required Texts:

Note: The following texts should be part of your professional library. These texts (and others) support you in your role as a school psychologist.

Thomas, A. & Grimes J. (Eds.) (2008). *Best Practices in School Psychology – V*. Washington DC: National Association of School Psychologists (NASP).

Jacob, S., Hartshorne, T. & Decker (2010). *Ethics and law for school psychologists* (6th Ed.). New York: Wiley,

Alexie, S. (2009). *The Absolutely True Diary of a Part-Time Indian*. Little, Brown Books for Young Readers

Required Articles:

Beebe-Frankenberger, M., & Goforth, A. (in press). Best practices in school psychological practice in rural settings. In A. Thomas & P. Harrison (Eds.), *Best Practices in School Psychology* (Vol. VI). Bethesda, MD: National Association of School Psychologists.

Bonner, M., Butler-Byrd, N., Charley, E., Cook-Morales, V., Dauphinais, P., & Robinson-Zanartu, C. (2011). School psychologists working with Native American youth: training, competence, and needs. *Contemporary School Psychology*, 103+.

Campbell, C. D., & Evans-Campbell, T. (2011). Historical trauma and Native American child development and mental health: An overview. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.

Demmert, W. G. (2011). Culturally based education: Promoting academic success and the general well-being of Native American students. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.

- Evans, G. W. (2004). The Environment of Childhood Poverty. *American Psychologist*, *59*, 77-92. doi: <http://dx.doi.org/10.1037/0003-066X.59.2.77>
- Freedenthal, S., & Stiffman, A. R. (2007). "They might think I was crazy": Young American Indians' reasons for not seeking help when suicidal. *Journal of Adolescent Research*, *22*, 58-77. doi: 10.1177/0743558406295969
- Garrett, M. T., Torres-Rivera, E., Brubaker, M., Agahe Portman, T. A., Brotherton, D., West-Olatunji, C. et al. (2011). Crying for a vision: The Native American sweat lodge ceremony as therapeutic intervention. *Journal of Counseling & Development*, *89*, 318-325. doi: <http://dx.doi.org/10.1002/j.1556-6678.2011.tb00096.x>
- Heart, M. Y. H. B., Chase, J., Elkins, J., & Altschul, D. B. (2011). Historical trauma among indigenous peoples of the Americas: Concepts, research, and clinical considerations. *Journal of Psychoactive Drugs*, *43*, 282-290. doi: <http://dx.doi.org/10.1080/02791072.2011.628913>
- Hook, J. N., Davis, D. E., Owen, J., Everett L. Worthington, J., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology*, *60*, 353-366. doi: 10.1037/a0032595
- Jervis, L. L., Spicer, P., & Manson, S. M. (2003). Boredom, "Trouble," and the Realities of Postcolonial Reservation Life. *Ethos*, *31*, 38-58. doi: <http://dx.doi.org/10.1525/eth.2003.31.1.38>
- Kral, M. J. (1998). Suicide and the internalization of culture: Three questions. *Transcultural Psychiatry*, *35*, 221-233. doi: 10.1177/136346159803500203
- Montana Office of Public Instruction (2010) *Flathead Reservation Timeline Confederated Salish and Kootenai Tribes*
- Morrison, C., Fox, K., Cross, T., & Paul, R. (2010). Permanency through Wabanaki Eyes: A Narrative Perspective from "The People Who Live Where the Sun Rises". *Child Welfare*, *89*, 103-123.
- Morsette, A., van den Pol, R., Schuldberg, D., Swaney, G., & Stolle, D. (2012). Cognitive behavioral treatment for trauma symptoms in American Indian youth: Preliminary findings and issues in evidence-based practice and reservation culture. *Advances in School Mental Health Promotion*, *5*, 51-62. doi: <http://dx.doi.org/10.1080/1754730X.2012.664865>
- Novins, D. K., & Bess, G. (2011). Systems of mental health care for American Indian and Alaska Native children and adolescents. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.

- Ogbu, J. U. (1994). Overcoming racial barriers to equal access. In J. Goodland & P. Keating (Eds.), *Access to knowledge: The continuing agenda for our nation's schools*. New York: The College Board.
- Portman, T. A. A., & Garrett, M. T. (2006). Native American Healing Traditions. *International Journal of Disability, Development and Education*, 53, 453-469. doi: <http://dx.doi.org/10.1080/10349120601008647>
- Romero-Little, M. E. (2011). Learning the community's curriculum: The linguistic, social, and cultural resources of American Indian and Alaska Native children. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.
- Snipp, M., & Saraff, A. (2011). American Indian and Alaska Native children and families: Social and economic conditions. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.
- Waller, M. A., Okamoto, S. K., Miles, B. W., & Hurdle, D. E. (2003). Resiliency factors related to substance use/resistance: Perceptions of Native adolescents of the Southwest. *Journal of Sociology & Social Welfare*, 30, 79-94

Recommended Texts for Your Practicum Experience:

- Bear, G.G. & Minke, K.M. (Eds.) (2005). *Children's Needs III: Development, Problems and Alternatives*. Washington DC: National Association of School Psychologists (NASP).
- Shinn, M.R. & Walker, H.M. (Eds.) (2010). *Interventions for Achievement and Behavior Problem sin a Three-Tier Model Including RTI*. Washington DC: National Association of School Psychologists (NASP).
- Lane, Kathleen L. & Beebe-Frankenberger, M. (2004). *School-based interventions: The tools you need to succeed*. Boston MA: Allyn & Bacon.
- Rathvon, Natalie (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*, 2nd edition. New York: Guilford.
- Shapiro, E. S. (2011a). *Academic skills problems: Direct assessment and intervention* (4th Ed.). New York: Guilford.

Practicum Developmental Sequence – Ed.S. Training

Year in Program	Semester	Placement	Type Training
1	1	Co-Teach Pre School	Early Childhood – developmental disabilities & typically developing
	2	Elementary School	Academic assessment and intervention in an elementary school (with Psyx 583); apply IQ testing skills
2	1 & 2	K-12 School	Work with school-based School Psychologist supervisor – apply skills learned in coursework including IQ, academic, behavioral, and social-emotional assessment, prevention/intervention, and consultation; gain experience with school collaborative teams, school climate, and professional role development

Practicum Developmental Sequence – Ph.D. Training

Year in Program	Semester	Placement	Type Training
1	2	Elementary School	Academic assessment and intervention in an elementary school (with Psyx 583)
2	1 & 2	K-12 School	Work with school-based School Psychologist supervisor – apply skills learned in coursework including IQ, academic, behavioral, and social-emotional assessment, prevention/intervention, and consultation; gain experience with school collaborative teams, school climate, and professional role development
3	1 1&2	*Co-Teach Pre School Clinical practicum; school-based; clinic cases	Early Childhood – developmental disabilities & typically developing Social-emotional individual and/or group cases in school setting; individual child/adolescent cases in Dept of Psychology CPC clinic.
4	1	*Co-Teach Pre School	Same as above – option to do this practicum either in year 3 or year 4, 1 st

First Year or Fifth Year Practicum: Educational Specialist & Doctoral Students Expectations & Requirements

The first year practicum is very much an opportunity to learn about the school psychological profession. You will learn to be problem solvers as well as advocates for children, families, teachers, and schools. The practicum experience provides the opportunity to apply professional skills in a supervised school-based setting using best practice methods applied in an ethical and legal manner. You are expected to be novices in the areas of professional practice targeted in the coursework. The practicum is intended to be a safe, positive environment in which students move at their own pace under the supervision of the field supervisor, TA, and course instructor. The activities and course assignments are coordinated so that students have the opportunity to complete course assignments in the practicum site. Practicum students are expected to be closely supervised. The appropriate degree of autonomy given to students is left to the discretion of the supervisor and instructors.

You are required to obtain 60 hours of practicum during this semester. You will participate as an intervention program assistant for the Co-Teach preschool program at The University of Montana-Missoula campus or an alternative placement as the discretion of the instructor. At Co-Teach, you will interact face-to-face with preschool-age children. Some of these children will be typically-developing and other children will have developmental disabilities. This practicum setting will provide you with the opportunity to use best practices in behavioral observations, use of behavioral shaping techniques, implement interventions, prepare pre-school lessons and consult with colleagues and parents using the problem-solving model.

In addition to attending the practicum seminar, you are also required to attend a weekly seminar with Co-Teach instructors. This seminar is held every Tuesday from 3:10pm to 4:00pm. You are responsible for attending and participating in all seminars and for taking notes as necessary. The seminars provide a valuable opportunity to reflect the needs of children, issues and topics in early intervention, and the learning objectives of university students. Seminars are one of the occasions when adults can speak about a child's or family's needs without being overheard by children. You must demonstrate the ability to perform as a collaborative team member in an early childhood special education setting.

Requirements

1. Practicum Goals, Self-Assessment, Professional Development Plan, & Reflections (40 points)

At the beginning of the semester, you will prepare a statement of the specific learning goals (and documentation or a plan of how to achieve these goals) you have for your practicum. These goals and plan will be discussed at the first individual conference. We will refer to these objectives throughout the semester to assist in the supervision of your experience.

You will reflect about your experience at your practicum site at the middle and end of the semester. You will reflect on your experiences with assessment, intervention and consultation as outlined on the *Reflections on Practicum Experience* guideline (see

Appendix). Your reflections will be used by your university-based supervisors as feedback about your development as a professional. Specific topics that need further development will be identified for discussion in practicum seminar.

Finally, you will complete practicum hour logs to document your training experience. You will obtain your on-site supervisor's signature to each. The logs will be returned to you for inclusion in your professional portfolio (next semester).

2. Discussant (30 points)

You will work with other students to lead a discussion on one of the week's topics. You are responsible for developing topics or questions to engage the class in thinking about the primary issues, theories, and cultural issues relevant to school psychological practice.

3. Introspection Paper (50 points)

Each student will complete a 5-6 page (typed, double spaced) introspection about topics discussed in our course. The purpose is to examine *your own identity and culture* in the context of being a school psychologist working with diverse populations.

4. Case Write-up (100 points)

An important component of school psychological practice is understanding the development of children. You will compare and contrast two children (a typically developing child and a developmentally delayed child) with whom you worked during your time at Co-Teach or in an alternative preschool placement. Please see Appendix for more information.

5. Clinical Evaluation (100 points)

Your practicum supervisor will complete an evaluation of your school psychological skills. The following criteria will be used in clinical evaluations:

- Maintaining a professional demeanor and appearance in the field site
- Attendance and promptness in the field site
- Meeting deadlines and responsibilities in the field site
- Effective communication with field supervisors
- Effective interactions with teachers, children, parents and other school staff
- Maintaining confidentiality of all testing materials and files
- Protecting the confidentiality of individuals involved in testing and other professional activities
- Participation in and openness to receiving supervision

Course Grades

The points and percentage of the final grade related to each course assignment is as follows:

Activity	Points
Discussant	30
Practicum Goals, Self-Assessment, & Reflections	40
Introspection Paper	50
Case Write-Up	100
Clinical Evaluation	100
Total:	320

Percentage	Grade
94 - 100	A
90 - 93	A-
87 - 89	B+
84 - 86	B
80 - 83	B-
77 - 79	C+
74 - 76	C
70 - 73	C-
67 - 69	D+
64 - 66	D
60 - 63	D-
0 - 59	F

Autumn 2013 Seminar Schedule

Topics for discussion each week TBD through evaluation and as appropriate

Week #	Date	Discussion Topic	Readings	Assignment	Discussants
1	8/28	Introduction to Practicum Review Professional Behavior & Characteristics	-BP 108 Ortiz, Flanagan & Dynda		
2	9/4	Cultural Humility & Cultural Competence	-Hook, et al (2011) -BP 109 Miranda	Practicum Goals & Reflection Due	
3	9/11	Native American Peoples	-Flathead Reservation History & Timeline -Turtle Island Storytellers (via Moodle) -Any 3 episodes of Discovering our Story (via Moodle) -Traditional Stories & Teachings (via Moodle)	Case review: Jacque Laura S.	
4	9/18	Historical Trauma & Tribal Enrollment	-Campbell & Evans-Campbell (2011) -This American Life: Tribes (via Moodle) -Heart, et al (2011)	Case Review: Lat Taylor	Erin Kirsten
5	9/25	Reservation Life & Tribal Enrollment	-Alexie (2009) -Jervis, Spicer, & Manson (2003) -Beebe-Frankenberger & Goforth (in press)	Case Review: Erin MaKenzie	Lat Taylor
6	10/2	Family	-Snipp & Saraff (2011) -Morrison, et al (2010) -Evans (2004)	Case Review: Braydon Wendy	Zach MaKenzie
7	10/9	Spirituality & Healing Practices	-Portman & Garrett (2006) -Garrett, et al (2011)	Case Review: Marianne Laura A.	Braydon Laura S.
8	10/16	Mental Health among Native American youth	-Freedenthal, et al (2007) -Morsette (2012)	Case Review: Kirsten 2 nd Year (as needed)	Jack Wendy

9	10/22	Academic Achievement among Native American youth	-Ogbu (1994) -The Lakota Bernstein Bears (via Moodle) -Demmert (2011)	Case Review: Axel Zach	Laura A. Marianne
10	10/30	Resiliency among Native Americans/Alaska Natives	-Waller, et al (2003) -Romero-Little (2011)	Case Review: Jack 2 nd year (as needed)	Axel Jacque
11	11/6	Role of School Psychologists in Supporting Native American communities	-Bonner, et al (2011) -Novins & Bess (2011)	Introspection Paper Due	
12	11/13	Ethical Dilemma Presentations: 2 nd year students		National School Psychology Awareness Week (Nov 11-15)	
13	11/20	Case Reviews: 1 st years			
14	11/27	Thanksgiving Break— NO CLASS			
15	12/4	Case Presentations: 2 nd year students		-Professional Portfolios (2 nd) due -Case Write-Up (1 st yr, 2 nd years) -End-of-Semester Reflections due -Clinical Evaluations due	

Appendix A Professional Goals

The University of Montana
School Psychology Program
Professional Goals for Practicum Experience
Fall 2013

Student Name: _____

Practicum site: _____

Practicum supervisor: _____

Please reflect upon your current skills, knowledge and competencies. Then, develop and write concrete, observable, and measurable goals for your professional development this semester under each of these categories (you can have multiple goals under each category). You will review your goals with your university- and field-based supervisors.

Sample Goals:

- By December 5, 2013, I will administer one child assessment under the supervision of Mary Finnegan.
- By December 5, 2013, I will speak to at least one parent about the needs of their child with a disability and will use appropriate non-verbal and verbal communication (e.g., speak clearly, make eye contact).

Part 1: Reflection on Strengths and Weaknesses

Part 2: Professional Goals

- 1. Goal for Assessments**
- 2. Goals for Intervention**
- 3. Goals for Professional Collaboration or Consultation**
- 4. Goals for Legal, Ethical, and Professional Performance**
- 5. Goals for Promotion and Awareness of Diversity**

Appendix B
Reflection on Practicum Experience

The University of Montana
School Psychology Program
Reflections on Practicum Experience
Fall 2013

Student Name: _____

Practicum site: _____ Type: _____

Practicum supervisor: _____

Please reflect about your experience at your practicum site in relation to the following areas.

I. The Educational Process.

II. Assessment for interventions. This may include observation, interviews, records reviews, standardized measures, and alternative assessment (CBM). Include your experiences with diverse populations

III. Direct intervention services. Include your experiences with diverse populations

IV. Consultation (teachers, parents, students, administrators.) Include your experiences with diverse populations.

V. Parent-School Relationships: what experiences have you had during this month working with parents? How has this added to your knowledge on the parent/family perspective of their child?

VI. Professional development: personal reflections about development of your role as a school psychologist.

VI. Self Assessment and Goal Statements:

(a) Describe the one professional task you did best and are most pleased about this past month.

(b) Describe and discuss the one professional task you felt the *least* prepared to handle this past month.

(c) What training or professional goals would you like to address in the next month?

VII. What would you like more information about?

Appendix C

First-Year Case Write-Up

As school psychologists, we work with a variety of children. Each child develops differently and we need to understand the best ways to meet the needs of each child. In this paper, you will be comparing and contrasting two children with whom you interacted at Co-Teach or in an alternative preschool placement. One child should be typically-developing and the other child has a developmental delay.

It is recommended that you begin this project by doing careful observations in the beginning and follow each child throughout the semester. Note the children's social, emotional, physical and language development. See the developmental milestone handout for more information.

After comparing and contrasting the children, reflect upon your experiences this semester as a school psychologist in-training as it relates to child development. Was there anything surprising? What was challenging about working with children with developmental delays? In what ways will you be able to support their development in elementary school? Middle school? High school?

The paper should be 7-9 pages, double spaced, 1-inch margin. Please use APA formatting and references from outside texts are encouraged but not required. Use a pseudonym for all children and do not include any other identifying information.

Appendix D: Introspection Paper

This paper is designed to prompt you to think about multicultural topics relevant to your own identities. This semester, we will be discussing about development, context, prevention and treatment of children from Native communities. The purpose of this paper is to continue your reflection about your background, culture, and values that may shape or affect your ability to provide services to Native youth. You may write about anything you want, as long as you connect what you have learned in the course with your own cultural identity and background.

Please note that I respect your right to disclose whatever you choose. All information in this paper will be confidential, though I invite you to share whatever you feel comfortable sharing with classmates during class discussions.

I recognize that you could take a lifetime to write this paper and that 5 to 6 pages may not seem sufficient. Nonetheless, be succinct and observe the page limits. In addition, your paper must be typed (double-spaced), using Times New Roman font, 12-point pica, 1-inch margin on all four sides, and stapled (no paper clips please). Also, I expect excellent writing and points will be deducted if there are spelling, punctuation, or grammatical mistakes.