Dovetailing Academic Courses with Practicum and Accreditation

Terisa P Gabrielsen, PhD, NCSP
Ellie Young, PhD, NCSP
Melissa Heath, PhD, NCSP
Learning Objectives

- Identify ways to dovetail course projects with field-based experiences
- Recognize ways to directly align academic course learning objectives with NASP domains and accreditation standards
- Compare current syllabi and practicum requirements with information provided in the presentation
- Identify ways to strengthen and improve connection between academic courses, field-based experiences, and accreditation
Accreditation Overview

➔ Programs provide structured opportunities
  To learn,
  practice,
  and be assessed
  on what they need to know
  and be able to do.

➔ SPA program standards are the basis
  For CAEP/SPA program review
  Decisions leading to meeting standards & recognition
# Course Map

## Yr. 1
**On Campus**

- **Fall**: Ethics, Counseling, Development, Stats, Thesis,
- **Winter**: Psychoeducational Foundations,
- **Spring**: Bilingual Asses./Special Ed Law,
- **Summer**: Psychometrics and Intelligence, Intro to Research, Thesis
- **Fall**: Learning Theories, Autism (opt.), Group Interventions (opt.), Interdisciplinary Practicum (opt.)

## Yr. 2
**Campus + 10 hr practicum**

- **Fall**: Practicum -- Elementary placements in Fall, Secondary in Winter/Spring
- **Winter**: Behavioral Assess & Interv.
- **Spring**: Academic Assess. & Interv.,
- **Summer**: Consultation w/School & Family

- **Fall**: Child Social/Emotional Assess. Interven.,
- **Winter**: Counseling Multicultural & Diverse Populations
- **Spring**: Crisis Interv., Autism (opt.)
- **Summer**: PRAXIS

## Yr. 3
**Internship anywhere in US**

- **Fall**: BYU | David O. McKay School of Education

- **Winter**: Internship
- **Spring**: BYU | David O. McKay School of Education
- **Summer**: Internship
Online Platforms

Learning Suite
- Learning Suite is BYU’s BlackBoard
- Syllabi, grades, announcements
- Assignments
- Readings
- Resources
- Exams
- Class specific

Taskstream → Watermark
- Students submit practicum portfolio (yr 2) and internship portfolios (yr 3)
  - Portfolios are aligned with 10 NASP domains
  - Case studies to show facilitation of positive change
- Rubrics are integrated
- Field supervisors complete evaluations
- Students evaluate supervisors/sites
- 2-3 faculty grade the portfolio

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BEHAVIOR
Behavior Assessment and Intervention
3 credit hours

- Theoretical Foundation - ABA and FBA
- Case Study Application = Experiential Learning
- Range of Supervision, University and Field
- Applied (Practicum) Brings Theoretical to LIfe
- Scaffolding of Skill Development
  - Process of how elements fit together
  - Supervision throughout
  - Adjusting expectations of control
BEHAVIOR CASE
Parent Consent
Observations
Functional Beh. Assess.
Literature Review
Beh. Intervention Plan
Progress Monitoring

WEEKLY GROUP CONTINGENCY
LIT. REVIEW CASE PRESENTATION
CASE REPORT MIDTERM & FINAL

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Accreditation and Evaluation

Case Report = Evidence of Proficiency

Domain 1: Data-based Decision Making
Domain 2: Consultation & Collaboration
Domain 4: Intervention
Domain 6: Preventative & Responsive
Domain 7: Family Collaboration
Domain 8: Diversity (including disabilities)
Domain 10: Ethical and Legal

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Academics

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Academic Assessment and Intervention
4 credit hours

• Content focuses on assessing and intervening in reading, math, and writing

• Understanding curriculum and effective instruction are foundational concepts
  ○ Review Utah’s Core Standards

• MTSS framework and the problem solving model are integrated throughout the course

• Emphasizes curriculum-based assessment, but standardized academic assessments are a small portion of the course

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Academic Assessment and Intervention


Assignments:
Cum File Review
Parent or Teacher Interview
ICEL/RIOT Matrix
Intervention Project
  ● Problem Identification (25 points)
  ● Problem Analysis (25 points)
  ● Intervention (25 points)
  ● Evaluation (25 points)
Pinterest Boards & Summaries
Reports of standardized academic assessment
Professionalism/Attendance

Connections with Practicum:
  ● Assignments are completed at practicum sites
  ● The case study is the capstone assignment and provides documentation that our students have the skills to impact child outcomes
  ● Collaboration between practicum instructor and course instructor is key
  ● Students often have to seek mentoring from other professionals at their practicum sites
Academic Assessment and Intervention

**Domain 1:** Data-based Decision Making and Accountability

**Domain 2:** Consultation and Collaboration

**Domain 3:** Interventions and Instructional Support to Develop Academic Skills

**Domain 5:** School-Wide Practices to Promote Learning

**Domain 9:** Research and Program Evaluation
Academic Assessment and Intervention

1. What progress did I make on
   ■ a) my intervention project and
   ■ b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Each week, students answer these questions when they turn in their reading reflection paper.
Consultation with School and Family
Consultation is an overarching skill important to every aspect of a School Psychologist’s work. This course assists students in developing consultation knowledge and skills.

The following domains are addressed in this course through assigned reading, practicum experiences in school settings, and in-class learning activities and discussion.
Consultation with School and Family

Domain 2: Consultation & Collaboration
School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 7: Family–School 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 health; and strategies to develop collaboration between families and schools.

Domain 9: Research & 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.
Consultation with School and Family
<table>
<thead>
<tr>
<th>SKILL</th>
<th>ACTIVITIES</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td><strong>DOMAIN 2</strong> Consultation &amp; Collaboration</td>
<td>Readings, in-class activities, conduct case study, small group presentations based on 4 books</td>
<td>Self-eval: case study that includes consultation, charted data and effect size, report evaluated with NCSP rubric</td>
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<tr>
<td><strong>DOMAIN 7</strong> Family School Collaboration</td>
<td>Readings (including <em>Crucial Conversations</em>), review PTA 6 principles; scenarios and discussions</td>
<td>Rubric based on 6 principles of PTA Home-school collaboration</td>
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<tr>
<td><strong>DOMAIN 9</strong> Research &amp; Program Evaluation</td>
<td>Readings, discussions, review examples of program evaluations, complete program evaluation</td>
<td>Completed program evaluation (inserted in formatted outline), placed in portfolio</td>
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Evaluate your experiences

**Personal Consultation Score Card**

Rate the listed skills on a 0-10 Likert Scale: 0 = no evidence of skill; 5 = average level of skill; 10 = high level of skill, conducive to effective consultation.

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Feedback to self:

How can I more effectively work in a group situation?
How can I more effectively work in a one-on-one situation?
<table>
<thead>
<tr>
<th>Description of Section</th>
<th>Title of Section</th>
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<tbody>
<tr>
<td>1. Describe the program you are evaluating.</td>
<td>1. Description of Program</td>
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<tr>
<td>2. What is the research basis and/or practical basis underlying this program?</td>
<td>2. Underlying Basis for Program</td>
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<tr>
<td>3. Describe the history of this program (when initiated, who is involved in this program (organizers, leaders workers who carry out the program, benefactors, growth of program, perceived impact of program, etc.).)</td>
<td>3. History of Program</td>
</tr>
<tr>
<td>4. Why are you evaluating this particular program?</td>
<td>4. Reason for Evaluating Program</td>
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<tr>
<td>5. Who needs the information you are gathering for this evaluation?</td>
<td>5. Contact Person for Evaluation</td>
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<tr>
<td>6. Who will benefit from the information gathered in this evaluation?</td>
<td>6. Description of Program’s Benefactors</td>
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<td>7. Succinctly state your research question/s.</td>
<td>7. Research Question/s</td>
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<tr>
<td>8. What type of research design will you</td>
<td>8. Research Design</td>
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<tr>
<td><strong>OVERVIEW CHECKLIST FOR CASE CONSULTATION PROJECT</strong></td>
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<td>Review permission forms, interview forms/outlines, and requirements/expectations</td>
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<td>Meet with site supervisor; meet with principal to explain project</td>
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<td>Identify child, teacher, &amp; family—get approval of site supervisor &amp; principal</td>
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<td>Contact parent, send permission forms and meet with parent/s for official permission</td>
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<td>Set up initial meetings with key players</td>
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<td>If not a student receiving special education services these meetings may be informal</td>
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<td>Identify &amp; define targeted behavioral need (observable &amp; measurable)</td>
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<tr>
<td><strong>BASELINE:</strong> Set up and conduct data collection for baseline—minimally 3 data points of behavioral data; also gather informal information from teacher and parent regarding student’s behavior associated with the targeted behavior.</td>
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<tr>
<td>In consultation with parent and teacher, <strong>identify goals (reasonable expectations) &amp; potential interventions</strong>—USE RESEARCH-BASED INTERVENTIONS</td>
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<tr>
<td>• Consider social validity</td>
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<tr>
<td>• Consider capacity and willingness of individuals to contribute to interventions</td>
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Social Emotional
Child Social/Emotional Assessment and Intervention

- Focuses on assessment and intervention with children who demonstrate social-emotional-behavioral concerns
  - ADHD, Depression, Anxiety

- Counseling and psychoeducational interventions are emphasized

- MTSS/PBIS framework also integrated into learning

- Four credit hour course
Child Social/Emotional Assessment and Intervention


Child Social/Emotional Assessment and Intervention

- Written Exams -- Case Studies (3@35 and 1@25)
- Performance Exams -- Role play counseling skills one-on-one with instructor
- Report Reading Summary -- Reads supervisor reports
- Intervention Case Study Project -- An individual or group counseling experience
  - Problem Identification (20 points)
  - Problem Analysis (20 points)
  - Intervention (20 points)
  - Evaluation (20 points)
- Psychological Assessment and Report Part 1
  - Child identifying information, reason for referral, assessment procedures, and review of records
- Psychological Assessment and Report Part 2
  - Interview summaries, observations, test results, summary, recommendations/interventions, signatures, and data summary
Child Social/Emotional Assessment and Intervention

Connections with practicum:

- Report and case study is completed in practicum
- Prefer the supervisor to co-lead group counseling
- Report reading summary--reviews supervisors reports to gain a model of how reports should be written
Domain 1: Data-based Decision Making and Accountability

Domain 2: Consultation and Collaboration

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
Practicum and Internship

Coursework is the foundation
  – Theory
Practicum is teaching the process
Internship is the evaluation
  – Knowing/Doing the process independently
Portfolio is the evidence
  – Positive impact
Watermark is the database
CAEP Standard 1

A.1 Content and Pedagogical Knowledge: The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of P-12 students toward attainment of college- and career-readiness standards.

- Use 10 NASP Domains as a foundation for our professional knowledge
- Use Praxis and portfolios (both practicum and internship) as evidence of meeting this claim
Questions and Resources

Dropbox and Google Drive Access

- Syllabi
- Rubrics
- Permissions
- Practicum expectations

- Ellie_young@byu.edu
- Melissa_heath@byu.edu
- Terisa_gabrielsen@byu.edu