

**CPSE 606
Psycho-Educational Foundations
Winter Semester 2015**

Instructor: Melissa Allen Heath, PhD
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Office hours: Tuesday 3:00-4:00; Wednesday 12:15-5:00; Thursday 1:30-5:00

NOTE: Faculty meetings are held on the 2nd and 4th Thursdays of each month from 10:00-12:00.

You are welcome to drop in during office hours.

If you need to meet with me outside of office hours, please call or email to set up an appointment.

606 Class time: Tuesday 12:00-2:50 pm 341 MCKB

REQUIRED READING & TEXT BOOKS:

- Maanum, J. L. (2009). *The general educator's guide to special education* (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Thomas, A., & Grimes, J. (2014). *Best Practices VI*. Bethesda, MD: National Association of School Psychologists.
- 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
- Selected chapters from Best Practices-VI (2014).
- **Special Education Rules Reach for the Stars (BLACK BOOK)**—This booklet is available online <http://www.schools.utah.gov/sars/DOCS/law/utspedrules010614.aspx>
- **Least Restrictive Behavioral Restrictions (LRBI)**----NOTE: This is available online <http://www.schools.utah.gov/sars/DOCS/resources/lrbi07-09.aspx>

SUPPLEMENTAL READING:

- Standards for Graduate Preparation of School Psychologists (2010)
http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf
 - Model for Comprehensive and Integrated School Psychological Services (2010)
http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf
 - Principles for Professional Ethics (NASP 2010 ethical guidelines)
http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf
- Examples of Professional Ethics: <http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>

MAJOR WEBSITES:

- Office of Special Education Programs (OSEP)
<http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>
- US Department of Education homepage <http://www.ed.gov/>
- National Center for Education Statistics <http://nces.ed.gov/>
- Utah State Office of Education <http://www.schools.utah.gov/main/>
- Utah State Office of Education Special Education Services <http://www.schools.utah.gov/sars/>
- Utah State Office of Education Rules and Regulations (Special Education) <http://www.schools.utah.gov/sars/Laws,-State-Rules-and-Policies.aspx>
- UTAH Special Education FORMS <http://www.schools.utah.gov/sars/Laws,-State-Rules-and-Policies/IEP-Forms.aspx>

Course Description

This course provides an overview of the expanding field of School Psychology, the advances in the role of the School Psychologist as a collaborative reflective decision-maker and data-oriented problem solver. This course reviews information and investigates numerous topics related to the profession of School Psychology including the historical development of the specialty; collaborative relationship with special education; graduate training and models of professional preparation; practical information related to licensure, certification, and accreditation; diversity of job settings and opportunities; diversity of client populations served; past and current publications related to education and pertinent research topics, internet resources and the growing role of technology with related school based intervention and practice; legal and ethical dilemmas facing school psychologists; and special education laws and policies relevant to the practice of school psychology. During this course, students investigate and discuss their observations of a variety of educational and psychological programs and practices. Additionally, this course investigates how the profession of School Psychology interfaces with organizations and systems, inclusive of the individual, family, school system, and community. Of particular importance, this course also focuses on how special

education guidelines, practice, and law impact the manner in which services are offered to meet the educational and social emotional needs of students. Practical applications of special education services in school settings are discussed: the process of identifying and tracking student needs, assessing for educational disabilities and the need for special education services, writing IEP goals, and identifying research-based interventions for individuals, groups, and systems.

Learning Objectives

Please refer to the chart (below) which lists course objectives, learning activities associated with those objectives, and method of assessing students’ skills. Although a variety of topics are covered, the major focus is on two domains, Domain V and Domain X.

NASP Domain V School-Wide Practices to Promote Learning:

- Demonstrates knowledge of school and systems structure, organization, and theory
- Demonstrates understanding of differences and similarities in general and special education procedures and practices
- Demonstrates and uses knowledge of evidence-based practices that promote learning and mental health
- Works effectively to develop policy and practice to create and maintain safe schools and effective learning environments

NASP Domain X Legal, Ethical, and Professional Practice:

- Demonstrates knowledge of the history and foundations of School Psychology profession
- Demonstrates knowledge of various service models and methods
- Demonstrates involvement in the profession of School Psychology
- Demonstrates knowledge of ethical, professional, and legal standards and uses this knowledge in practice
- Demonstrates knowledge and skills needed to acquire career-long professional development

PORTFOLIO: During the semester students will organize a group electronic portfolio of handouts and resources covered in the class. Additionally, a personal folder for each student will include the student’s assignments, notes, work samples, and reflections to demonstrate. The portfolio serves two purposes: (a) evidence of their knowledge and skills related to the learning objectives, and (b) a resource for future use.

NASP DOMAIN	Objective	Learning activity or assigned reading	Assessment of student’s knowledge and skill
DOMAIN X Legal, Ethical, and Professional Practice	(1) HISTORY: Students will demonstrate knowledge of history regarding important events related to education and school psychology, including important events and key individuals who were critical in developing the American educational system and the profession of School Psychology.	Assigned readings and in-class activities and discussion; activity that problem solves with the steps provided in resolving an ethical dilemma	Quizzes; midterm and final exam--earning a minimum overall score of 80%; and organized materials in portfolio
NASP Domain X Legal, Ethical, and Professional Practice	(2) EDUCATIONAL LAW AND ETHICAL STANDARDS: Students will Identify the major special education laws and ethical codes guiding the practice of School Psychology, in addition to understanding the common ethical and legal dilemmas in school settings.	In-class review of state and federal education law; review of NASP ethical guidelines; assigned readings; review of steps for resolving ethical dilemmas; discussing ethical and legal scenarios; and in class activities and discussion; in-class review of special education; guest lecture by professor who teaches special education law	Quizzes; midterm and final exam--earning a minimum overall score of 80%; and organized materials in portfolio
NASP Domain V School-Wide Practices to Promote Learning	(3) EDUCATIONAL DISABILITIES: Students will demonstrate knowledge of 13 areas of disabilities described in federal and state guidelines; identify assessment tools commonly used in identifying these disabilities; and describe associated educational needs.	Assigned readings and in-class activities Review and discuss Utah Special Education Rule Book Guest lecturer will discuss	Quizzes; midterm and final exam--earning a minimum overall score of 80%; and organized materials in portfolio

		practical aspects of identifying and serving students with disabilities	
NASP Domain V School-Wide Practices to Promote Learning	(4) DISCIPLINE, LRE, and PBS (PREVENTION): Students will learn strategies to prevent and manage student behavior problems.	Readings, learning activities, and group discussion associated with investigating SWPBS, the effectiveness of discipline strategies, and the impact of alternative educational settings and programs in meeting extreme student behavioral challenges. Class discussion on Behavioral Intervention Plans for students in special education who have challenging behaviors. Guest lecture on school discipline and principles of PBS.	Quizzes; midterm and final exam--earning a minimum overall score of 80%; and organized materials in portfolio
DOMAIN VIII: Diversity in Development and Learning	(5) DIVERSITY: Students will describe the diversity represented in today's schools, including students and families served and the staff and professionals serving children (ethnic, linguistic, religious, special education needs and numbers of students and staff). Students will explain the implications of how diversity impacts communication and service delivery.	Assigned readings and in-class discussion regarding the sensitivity and skills needed to effectively communicate and collaborate with individuals from diverse backgrounds; role plays and scenarios to demonstrate the consultative skills required to communicate effectively with parents, teachers, and school administrators across a variety of backgrounds.	Quizzes; midterm and final exam--earning a minimum overall score of 80%; and organized materials in portfolio
NASP Domain V School-Wide Practices to Promote Learning	(6) RESOURCES FOR TEACHERS AND PARENTS---HANDOUTS: Students will identify and assess a list of research-based internet resources (websites and handouts) which address a variety of academic and social-emotional challenges.	Gathering and sharing handouts in class (hot topics; discussion of class handouts and Internet resources for parents and teachers). Topics will include behavioral interventions, academic interventions, strategies for improving social skills, etc.	Student will include the following elements in the portfolio: Internet links (and brief description of resources) and organized handouts for parents and teachers on specific topics.
NASP Domain V School-Wide Practices to Promote Learning	(7) PERSONAL IEP: Students will expand their understanding of schools, the education system and organization, special education services, educational practices, and mental health services in schools	Students will develop a personal "IEP" to identify areas of weakness in their initial knowledge base concerning their understanding of school organization, special education services, responsibilities and roles of staff and administration, and school policy. Students will identify experiences that they will participate in to address these areas of weakness. These experiences will be discussed in class (group learning activity).	Objectives and associated activities (addressed in the personal IEP) will be described and included in the portfolio.
NASP Domain V School-Wide Practices to Promote Learning	(8) TERMINOLOGY: Students will identify and understand the meaning of special education terms commonly used in school settings.	Readings, class discussion, acronym game	Quizzes; midterm and final; and students will include a list of terminology in their portfolio.

Course Requirements

Reading: Students are required to read weekly assigned readings and explore related topics on the internet (state and national education websites) --aligned with course topics/objectives. Each week, students will list their experiences that align with their personal goals for the class (the personal IEP). Experiences will include a variety of pre-planned activities, including observing school psychologists and other professionals in public school/educational settings. For each class period (identified by date and lecture topic), students will take notes (minimally a **one-page summary**) and will include these notes in their personal folder in the 606 PORTFOLIO. Information presented in bullet point format is acceptable.

Daily quizzes and an in-class exam (final exam) will assess students' knowledge gained from reading assigned readings and participating in class discussions and learning activities.

ELECTRONIC Portfolio: Students will collect and organize class assignments: class notes summarizing key information and handouts and resources reviewed in lectures and presentations. Portfolio content must address the 8 major objectives listed in chart (learning objectives). The portfolio is due on the date/time of the final exam. The portfolio must be in an electronic format.

Weekly School-Based Experiences: Students will select, carry out, and then briefly describe their weekly school based experience (personal IEP). A summary of these learning activities will be included in the portfolio. This information will also strengthen students' learning by summarizing specific topics, concerns, and insights.

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

Final Exam: Students are also required to complete a **final examination**. The exam covers topics addressed in readings and class discussions. The exam will consist of 6 short essay questions that require the student to draw upon basic concepts and information reviewed during the semester. A study guide will be provided.

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%)

POINTS ACTIVITY

12	Reading assigned material –evident in class discussion (1 point per week), attending class, and arriving on time
24	Final examination
15	In-class Best Practice presentation with accompanying 1-2 page handout (summary of info)
5	In-class History presentation with accompanying 1 pg handout (summary of info)
44	Portfolio/file of work samples/handouts & weekly notes, each week's lecture notes are summarized in a one-page paper (across the semester, 12 total pages of summary notes). Information should address the 8 course objectives

Evaluation of knowledge, skills, and disposition:

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

(1) **Knowledge base:** Students earning a semester total of less than 80% on their assigned readings, presentations, and reaction papers, and below 80% on their final exam score will be considered *unsatisfactory* in their knowledge base. *Marginal* performance will be designated to students earning 80%- 86% on the average score of their assignments **or** 80-86% on their final exam.

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

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

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

Note: Attending class and arriving on time reflects professional disposition. Those who miss class and/or are consistently late (late is defined as arriving 6 or more minutes late; consistently is defined as 3 or more times of being late) will receive an unsatisfactory review during semester student evaluations. In-class behavior considered to be unprofessional includes surfing the web, responding to or making

cell phone calls –*except for emergency calls*, e-mailing, texting, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors.

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

Feedback to Students:

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

Summary of Information Regarding Student Semester Evaluations:

Students earning a grade below 80% on the final for the entire course (total points) will receive an “unsatisfactory” rating for the semester student evaluation of “**knowledge.**” Students receiving a grade below 86% on the final or the average of class assignments (total points) will receive a “marginal” rating in the area of “knowledge.”

Students arriving late to class (6 or more minutes late) more than 2 times will receive a marginal rating on their faculty evaluation in the area of professional disposition.

POLICY:

Late work

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

Respecting Others

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

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact BYU’s Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; or contact BYU’s Honor Code Office at 801-422-2847. The Honor Code Office is located in 4440 WSC.

Students with Disabilities

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

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

NOTE: All students participate in class discussions. For each class period students summarize major points, terminology, and basic information (maximum 1 page single spaced). Please place these summaries in your class portfolio.

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

SUGGESTED LEARNING EXPERIENCES

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 ed 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 2010-2014) explaining alternative school settings for students who are expelled from the mainstream school setting
- ___ Visit an alternative school setting
- ___ Interview a teacher involved with an alternative school setting
- ___ Interview a police officer who works with adjudicated youth or a youth detention program
- ___ Review the TOOL BOX for alternatives to traditional discipline and school expulsions (Melissa will provide this handout)
- ___ Interview a case worker or social worker who works for the Utah State Hospital and serves in the Youth Programs
- ___ Interview a school district leader who helps coordinate services with adjudicated youth
- ___ Visit a drug treatment center that provides treatment services for youth

Each student is responsible for 2 Class Presentations

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

Class Readings & extra reading:

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

(1) Special Education Rules --Reach for the Stars (BLACK BOOK)—This booklet is available online
<http://www.schools.utah.gov/sars/DOCS/law/utspedrules010614.aspx>

(2) Least Restrictive Behavioral Restrictions (LRBI)---NOTE: This is available online
<http://www.schools.utah.gov/sars/DOCS/resources/lrbi07-09.aspx>

HISTORY READING LIST

Each student reviews the historical background of their assigned person:

Historical Timeline of Psychology:

http://www.learner.org/discoveringpsychology/history/history_nonflash.html

Pioneers in psychology:

<http://www.learner.org/discoveringpsychology/pioneers.html>

Classics in the history of psychology

<http://psychclassics.yorku.ca/>

Jan 13 (1) Lightner Witmer Classics in the History of Psychology -- Witmer (1907) *Clinical psychology. Psychological Clinic, 1*, 1-9. [The source of the phrase "clinical psychology."]

<http://psychclassics.yorku.ca/Witmer/clinical.htm>

Jan 20 (2) William James Classics in the History of Psychology -- James (1904c)

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

By William James (1904).

<http://psychclassics.yorku.ca/James/chicago.htm>

Jan 27 (3) Alfred Binet (1916) New methods for the diagnosis of the intellectual level of subnormals. In E. S. Kite (Trans.), *The development of intelligence in children*. Vineland, NJ: Publications of the Training School at Vineland. (Originally published 1905 in *L'Année Psychologique*, 12, 191-244.) [Description of Binet's approach in intelligence testing, and of the original version of the most influential of all intelligence tests.]

<http://psychclassics.yorku.ca/Binet/binet1.htm>

Feb 3 (4) James McKeen Cattell (1890) Mental tests and measurements. *Mind*, 15, 373-381. [An account of one of the first attempts at what we would now call intelligence testing.]

<http://psychclassics.yorku.ca/Cattell/mental.htm>

Feb 10 (5) G. Stanley Hall (1904) Adolescent girls and their education. From *Adolescence: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion, and education* (Vol. 2, Chapter 17).

<http://psychclassics.yorku.ca/Hall/Adolescence/chap17.htm>

NO CLASS ON FEB 17

Feb 24 (6) Edward L. Thorndike (1910) The contribution of psychology to education. *Journal of Educational Psychology*, 1, 5-12. [Early contribution to educational psychology.]

<http://psychclassics.yorku.ca/Thorndike/education.htm>

Mar 3 (7) Henry Goddard (1912). *The Kallikak Family* Retrospective versus prospective research

<http://psychclassics.yorku.ca/Goddard/>

Mar 10 (8) John B. Watson (1913) Psychology as the behaviorist views it. *Psychological Review*, 20, 158-177. [The classic manifesto of behaviorism.] Introduction to Watson (1913) by Christopher D. Green Commentary on Watson (1913) by Robert H. Wozniak

(1913) by Robert H. Wozniak

<http://psychclassics.yorku.ca/Watson/views.htm>

Mar 17 (9) Lewis M. Terman (1930) Autobiography of Lewis M. Terman. In C. Murchison (Ed.), *History of psychology in autobiography* (Vol. 2, pp. 297-331). Worcester, MA: Clark University Press. [The great intelligence tester's own summary of his life's work.]

<http://psychclassics.yorku.ca/Terman/murchison.htm>

March 24 (10) Abraham H. Maslow (1943) A theory of human motivation. *Psychological Review*, 50, 370-396. [The first published description of the "hierarchy of needs."]

<http://psychclassics.yorku.ca/Maslow/motivation.htm>

March 31 (11) B. F. Skinner (1950) Are theories of learning necessary? *Psychological Review*, 57, 193-216.

<http://psychclassics.yorku.ca/Skinner/Theories/>

606 2015

ASSIGNMENT		Due Date	GRADE: possible points	points earned										
1 HISTORY 10-15 minute presentation & 1 pg handout			5											
1 BEST PRACTICES 20-minute presentation & 2 pg handout			15											
Participation in class Professional: on time, prepared, participating			12											
	Jan 20	Jan 27			Feb 3	Feb 10	Feb 24	Mar 3	Mar 10	Mar 17	Mar 24	Mar 31	Apr 7	Apr 14
on time														
prepared														
participate														
Portfolio (see description below)		4/21	44											
FINAL EXAM		4/21	24											

NOTE: Students do not earn participation points unless present in class.

Points may be deducted from your total

Students missing more than 2 classes will receive one full grade deduction for each additional class missed (except for extraordinary circumstances).

Late work: Assignments turned in after the due date will receive a maximum of 70% of the possible points for the assignment. However, emergency circumstances will be considered and appropriate accommodations made.

PORTFOLIO: Students will collect and organize class assignments: notes will minimally consist of a one-page paper per class summarizing key information. The portfolio content must address the 8 major objectives listed under course objectives. **Weekly School-Based Experiences:** Students will select, carry out, and then briefly describe their weekly school based experience. A summary of these learning activities will be included in the portfolio. This information will also strengthen students' learning, summarizing specific topics, concerns, and insights.

Final Exam: Students are also required to complete a **final examination**. The exam covers topics addressed in readings and class discussions. The exam will consist of 6 short essay questions that require the student to draw upon basic concepts and information reviewed during the semester. A study guide will be provided.

COURSE GRADING SYSTEM

4.0	A	94 - 100 points	(94 - 100%)
3.7	A-	90 - 93.9 points	(90 - 93%)
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Note: Attending class and arriving on time reflects professional disposition. Those who miss class and/or are consistently late (late is defined as arriving 6 or more minutes late; consistently is defined as 3 or more times of being late) will receive an unsatisfactory review

during semester student evaluations. In-class behavior considered to be unprofessional includes responding to or making cell phone calls –*except for emergency calls*, e-mailing, texting, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors.

Feedback to Students:

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

EVALUATION OF KNOWLEDGE, SKILLS, AND DISPOSITION:

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

(1) Knowledge base: Students earning a semester total of less than 80% on their assigned readings, presentations, and reaction papers, and below 80% on their final exam score will be considered *unsatisfactory* in their knowledge base. *Marginal* performance will be designated to students earning 80- 85% on the averaged score of their assignments **or** 80- 85% on their final exam.

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

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

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

Summary of Information Regarding Student Semester Evaluations:

Students earning a grade below 80% on the final for the entire course (total points) will receive an "unsatisfactory" rating for the semester student evaluation of **"knowledge."** Students receiving a grade 80-85% on the final or the average of class assignments (total points) will receive a "marginal" rating in the area of "knowledge."

Students arriving late to class (6 or more minutes late) more than 2 times will receive a marginal rating on their faculty evaluation in the area of **disposition**.

Best Practices PRESENTATION & HANDOUT

15 points for presentation and handout

	0	3	6	9	12	15
In-Class Presentation	Did not participate in presentation	minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident.	superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills	adequate presentation skill; major/important points are identified; not well developed; needs more preparation	sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed	professionally presented (dress and skill in presenting are appropriate); points are clearly communicated & presentation holds interest of audience; extensive preparation is evident
1-2 pg Handout accompanying presentation	Did not prepare handout.	minimal writing skill; minimal evidence of understanding; major points are not emphasized; disorganized; numerous typos; poorly written & does not hold reader's interest	substandard organization; major points are not well developed; several typos; reflects basic writing skills	adequate writing skill –adequate development; major/important points are identified but not well organized nor developed	demonstrates above average writing skill; attends to important points; well organized	exceptional writing skill; well written; information is well organized; points are succinctly and accurately expressed; holds reader's interest; follows APA style

Feedback:

One thing that I particularly enjoyed:

One piece of information that was new for me:

One thing you could improve upon next time:

HISTORY PRESENTATION & HANDOUT

5 points for presentation and handout

	0	1	2	3	4	5
In-Class Presentation	Did not participate in presentation	minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident.	superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills	adequate presentation skill; major/important points are identified; not well developed; needs more preparation	sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed	professionally presented (dress and skill in presenting are appropriate); points are clearly communicated & presentation holds interest of audience; extensive preparation is evident
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Feedback:

One thing that I particularly enjoyed:

One piece of information that was new for me:

One thing you could improve upon next time:

DATE	Spiritual thought & Prayer 5 min.	Hot Topic 5 min.	Special Ed Reading--- ALL	History 10-15 min. presentation & 1 pg handout	Best Practice 20 min. & 2 pg handout	Guest Lecture	Lecture Topic NOTE: For each specific disability, go to the UTAH website and review info from the UT Special Education Rules http://www.schools.utah.gov/sars/lawsregs/pdfs/finalrules.pdf
Jan 6			Overview				Time Line : History & Theories of Education
Jan 13	ELIZA	ASHLEY	1-2; 117-132; 156-158; 170-173	#1 Lightner Witmer MELISSA H	Chapter 9 VOL 1 (pp 147-158); Chapter 22 VOL 1 (pp 331-354) Chapter 31 VOL 4 (421-436) MELISSA H		Special Education: Overview & Introduction to terms & Practices, IEP, Procedural Safeguards, etc. Funding: General Education & Special Education
Jan 20	CAROLINE	ELIZA	95-105; 173-183	#2 William James KARRAH	Chapter 7 VOL 2 (pp 97-114); Chapter 8 VOL 2 (pp 115 -128) ASHLEY Melissa H will review Chapter 11 VOL 1 (pp 171-186)		Specific Learning Disability: Basic reading skills & reading comprehension - IEP -interventions
Jan 27	TIANNA	CAROLINE	106- 108	#3 Alfred Binet ELIZA	Chapter 17 VOL 1 (pp 261-272); Chapter 6 VOL 4 (pp 75-88) SUZY		(a) Developmental Delay, Early childhood services & assessment, Speech & Language delays---Child Find System (b) Communication Disorder---IEP ---Interventions
Feb 3	MEIGHAN	MEIGHAN	144; 148-149 & extra reading	#4 James M. Cattell CAROLINE	Chapter 23 VOL 1 (pp 355-366) Chapter 23 VOL 2 (pp 335-348) ELIZA		Specific Learning Disability: Oral expression & listening comprehension
Feb 10	MELISSA A	TIANNA	159-166	#5 G. Stanley Hall MEIGHAN	Chapter 5 BP 4 (pp 61-74); BP 17 VOL 4 (pp 217-228) CAROLINE		(a) Legal Issues impacting special education services & education (b) Mainstreaming & Special Education Placements-Least Restrictive Environment
Feb 17 Monday instruction day ---no class---I will be in ORLANDO FL this week for the NASP CONVENTION.							
Feb 24	ASHLEY	SUZY	19-52	#6 Edward L. Thorndike MELISSA A	Chapter 24 VOL 1 (pp367-390); Chapter 24 VOL 2 (349-364) MEIGHAN		Emotional Disturbance---IEP---Interventions
Mar 3	STEPHANIE	MELISSA A	2-17	#7 Henry Goddard TIANNA	Chapter 26 & 27 VOL 1 BP (pp. 391-416) & pp 2-17 in Special Ed reading MELISSA A		Autism & IEP – Interventions CARS VIDEO training TAPES
Mar 10	MELISSA H	KARRAH	Bottom 195-208	#8 John B. Watson MELISSA H	Chapter 18 VOL 2 BP (pp. 251-268); Chapter 26 BP VOL 2 (pp.381-398) STEPHANIE Melissa H will review Chapter 12 VOL 3 (pp. 165-180); Chapter 27 VOL 2 (pp 399-414)		Emotional support for students School Discipline Issues---School-wide support Behavior Plans & IEP
Mar 17	KARRAH	MELISSA H	192-195	#9 Lewis M. Terman SUZY	Chapters 14 & 15 VOL 1 BP (pp. 219-246) TIANNA		Specific Learning Disability: Math calculation and reasoning---IEP---Interventions
Mar 24	MELISSA H	MELISSA H	17-18; 52-54; 67-75; 75-94; 110-115; 184-192; 213-218	#10 Abraham H. Maslow STEPHANIE	Chapter 12 & 13 VOL 1 BP (pp.187-218) KARRAH Melissa H will review BP Chapter 8 VOL 3 (pp. 111-124); BP Chapter 18 VOL 4 (pp. 229-242)		(a) Specific Learning Disability: Written Expression---IEP & Interventions (b) Low incidence disabilities: Other Health Impaired; Hearing impairment/Deafness; Visual impairment; Deaf-blindness; Multiple Disabilities; Orthopedic impairment
Mar 31	MELISSA H	MELISSA H	54-67; 108-110	#11 B. F. Skinner ASHLEY	Chapters 28 VOL 3 BP (pp. 405-422); Chapter 12 VOL 2 (pp 173-184) MELISSA H		(a) Intellectual Disability---IEP ---Placements & interventions (b) Traumatic Brain Injury
Apr 7	SUZY	STEPHANIE	166-169; 209-212	#12 REVIEW HISTORY MELISSA H	Chapter 10 VOL 1 (pp159-170); Chapter 20 VOL 1 (pp 305-316) MELISSA H		(a) Accountability--National, State, and local Testing (b) Special services (transportation, home based support, parent training, language assistance, extended year services, assistive technology, etc) (c) Educational statistics & government reports (NCES)
Apr 14	MELISSA H	MELISSA H		Overview of course and review of study guide; Work on portfolios in class Melissa will have a handout covering information in BP Chapter 30 VOL 3 (439-454) & BP Chapter 32 VOL 3 (pp 467-478		Lane Fischer	Parents' mental health issues; Involving parents in their children's education; Special issues related to consultation
Tuesday April 21 11:00-2:00 In class Final Exam; finalize grading sheets; summarize feedback regarding course; & review individual learning goals & portfolios							

DATE	Spiritual thought & Prayer 5 min.	Hot Topic 5 min.	History 10-min. presentation & 1 pg handout	Best Practice 20 min. & 2 pg handout
Jan 6				
Jan 13	ELIZA	ASHLEY	#1 Lightner Witmer	2 Chapters
Jan 20	CAROLINE	ELIZA	#2 William James KARRAH	2 Chapters ASHLEY
Jan 27	TIANNA	CAROLINE	#3 Alfred Binet ELIZA	2 Chapters SUZY
Feb 3	MEIGHAN	MEIGHAN	#4 James M. Cattell CAROLINE	2 Chapters ELIZA
Feb 10	MELISSA A	TIANNA	#5 G. Stanley Hall MEIGHAN	2 Chapters CAROLINE
Feb 17	no class on Feb 18 (Monday instruction day) ----I will be in NASP this week---Washington DC			
Feb 24	ASHLEY	SUZY	#6 Edward L. Thorndike MELISSA A	2 Chapters MEIGHAN
Mar 3	STEPHANIE	MELISSA A	#7 Henry Goddard TIANNA	2 Chapters MELISSA A
Mar 10		KARRAH	#8 John B. Watson	2 Chapters STEPHANIE
Mar 17	KARRAH		#9 Lewis M. Terman SUZY	2 Chapters TIANNA
Mar 24			#10 Abraham H. Maslow STEPHANIE	2 Chapter KARRAH
Mar 31			#11 B. F. Skinner ASHLEY	2 Chapters
Apr 7	SUZY	STEPHANIE	MELISSA H #12 REVIEW HISTORY	2 Chapters
Apr 14				
FINAL EXAM Tuesday April 21 11:00-2:00 In class Final Exam; finalize grading sheets; summarize feedback regarding course; & review individual learning goals & portfolios				

