



Educator Preparation Provider

Request for Conditional State Approval

Directions

Educator Preparation Providers wishing to gain conditional state approval from the Alaska State School Board to prepare educators in the state of Alaska need to complete the following steps:

- 1) Send an email requesting your program be considered for conditional state approval at a regular meeting of the Alaska State School Board to the Commissioner of the Department of Education & Early Development at deed.commissioner@alaska.gov and the Teacher Education & Certification Administrator at tcwebmail@alaska.gov.

The regular meeting schedule can be found at https://education.alaska.gov/State_Board. The commissioner's office will let you know if your preferred meeting time is available and will work with you to determine another meeting time if necessary.

- 2) No later than 45 days before the scheduled regular meeting, email the information outlined in the packet requirements on page two and three to both the commissioner and the teacher certification offices via the emails provided above. All documents submitted must be accessible.

If you have any questions about requesting conditional state approval, please contact Sondra.Meredith@alaska.gov.

Alaska Educator Preparation Providers

Packet Requirements

1) General Information

- a. Name of Institution of Higher Education (IHE): University of Alaska Anchorage (UAA)
- b. CHEA recognized accreditation organization: National Association of School Psychologists
- c. Accreditation date: Anticipated NASP Candidacy Status Submission – August 1, 2025; NASP Full Accreditation Submission – September 15, 2028
- d. Date of next accreditation visit: Anticipated Site Visit Spring 2029
- e. Address: 3211 Providence Drive, Anchorage, AK 99508
- f. Program Lead: Hattie Harvey
- g. Email: haharvey@alaska.edu
- h. Phone Number: 907-786-4464

2) Overview/Rationale:

Program Overview. The Master of Science in School Psychology – Specialist is designed to fill the existing gap in what is currently offered in the State of Alaska. Currently the State of Alaska has no in-state training program for School Psychology. The MS in School Psychology - Specialist is a 63-credit degree. A minimum of 60-credits at the Specialist level is the requirement for school psychology licensure. Graduates will gain knowledge and expertise in effective, evidence-based, and culturally informed assessment, intervention, consultation, and mental health practices that promote the well-being of all children and youth. The program will be available primarily online with some in-person learning to meet national accreditation standards and student learning outcomes. Both full-time or part-time pathways will be available. The program is designed for both new graduates of baccalaureate degrees in related fields, as well as for current educators employed in school districts. To document the gap, UAA collected and analyzed data from multiple sources.

National Association of School Psychologists. Alaska is one of two states that does not have an in-state training program for School Psychology. According to the National Association of School Psychologists (NASP) state shortages data dashboard (<https://www.nasponline.org/about-school-psychology/state-shortages-data-dashboard>), **Alaska's ratio of school psychologists was one school psychologist for every 1,662 children and youth, with the recommendation of one to every 500 children and youth (NASP, n.d.).** School districts across the state are challenged to fill school psychology positions, with only 9 of the 54 school districts employing school psychologists, while the remainder rely on contractual services most often supplied by providers in the lower 48. The program would not be in competition with any other program in the state.

Stakeholder Surveys. Three different stakeholder needs assessment surveys were completed in Fall 2023 - one for School District Special Education Administrators, one for practicing Alaska-based School

Psychologists, and one for UAA students (Harvey & Russell, 2023). The needs assessments were designed both to gather information about workforce needs and to inform program/curriculum development. Based on data collected from the survey for Special Education Administrators, 66% ($n=23$) of school district administrators reported they do not have enough school psychologists; 12 rural districts responded that they were “definitely” interested in employing a school psychologist if one were available. Responses from school psychologists representing eight of the nine districts which employ school psychologists overwhelmingly (94%, $n = 41$) indicated that their school district does not have enough school psychologists to fill their positions. As one example, the Anchorage School District employs the largest number of school psychologists (48), and there has been only one year in the last 10 in which all the school psychologist positions were filled.

3) **Support:**

Stakeholder Involvement

Community-based program development. The faculty used a community-based approach in the development of the program, and input from multiple stakeholder groups was sought and incorporated in the design of the program. This included a newly developed Statewide School Psychology Program Advisory Board ($n=15$); results from three stakeholder statewide survey (i.e., Special Education Administrators, School Psychologists, and UAA students); and results from a stakeholder focus group and from three parent focus groups ($n=30$).

School Psychology Program Advisory Board. A community advisory board specific to this new program was established in August 2023. The Board is comprised of a Special Education Director (Nome), the Anchorage School District Senior Director of Mental Health and Student Supports, eight practicing Alaska School Psychologists representing Anchorage, Kenai, Matsu, Fairbanks, and Arctic Northwest, two School Psychology Higher Education faculty (outside Alaska), a Superintendent (Kenai), the President of the Alaska School Psychologist Association, a parent of a child with disabilities, and the Project Officer from the Alaska Mental Health Trust Authority. The advisory board provided input into the mission and vision of the program, informed key programmatic decisions (i.e., course offerings days/times), supported statewide outreach, and provided letters of support for grant funding applications.

Stakeholder Statewide Surveys. The three stakeholder surveys (noted above) informed programmatic and curriculum decisions (e.g., course time offerings, curriculum content, critical competencies, field placement planning, etc). Survey #1 for Special Education Administrators was distributed to all 54 Special Education Directors and Superintendents in Alaska, which resulted in a participation of 34 individuals who represented 20 of the 54 school districts. Survey #2 for School Psychologists was distributed to School Psychologists in districts that are known to employ school psychologists (i.e., Anchorage, Kenai, Kodiak, MatSu Valley, and Fairbanks) and resulted in participation of 50 Alaska-based School Psychologists. Survey #3 for Students was distributed to all undergraduate students in the UAA system through a student listserv and resulted in participation of 106 students who represented 23 majors. Results overwhelmingly indicated a need for school psychologists and an interest from multiple districts to provide practicum and internship opportunities.

Stakeholder focus group. The faculty interviewed a focus group that consisted of a variety of school district representatives who have knowledge of school psychological services (i.e., SPED Directors [n=2], educators [n=5], School Psychologists [n=7], other Administrator roles [n=2]) who represented school districts in Anchorage, Nome, Kenai, Valdez, Fairbanks, and Mat-Su Valley. The results of the focus group indicated a need for school psychologists who have training in the areas of behavioral health, crisis prevention and response, MTSS, and trauma-informed practices. The focus group also helped to provide suggestions for logistical planning for field-based experiences and supervision needs.

Family focus groups. The faculty also interviewed three family focus groups, recruited and stratified by representation across the five major regions, which included Far North (n=5), Interior (n=5), Southcentral (n=5), Southeast (n=5), and Southwest (n=5). Successes included an overwhelming response from caregivers of children who utilized special education services in Alaska (n=723). The large response rate posed an initial challenge of selection for the focus groups. This was solved by a follow up form (n=417) asking for more demographic information to select an equal distribution of participants across Alaska. A third focus group and survey (n=93) were also added to provide an opportunity for all interested caregivers to share their experiences. Results from the focus groups and survey data were invaluable for including family voice within the curriculum (e.g., PSY 618: School Psychology Assessment; PSY 662: Consultation and Collaboration) and to ensure an emphasis on family-centered competencies of future trainees as reflected in course student learning outcomes and in the program's assessment plan.

Letters of Support

The four letters of support included in the packet (see Appendix A) intentionally represent a range of constituents across the state of Alaska - the Anchorage School District, the Alaska Superintendents Association, Nome Public Schools, the Alaska Mental Health Trust Authority.

Long-Term Fiscal Plan

Tables for revenue, expenditures, and net income are presented below followed by a brief narrative.

Revenue

	Year 1		Year 2		Year 3		Year 4	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
New Funding Request								
Available Funding (MHT)		200,000		200,000		200,000		
Tuition/Fees		110,808		207,211		291,082		364,049
Other (Federal)		750,000 500,000						
Total Revenue		1,560,808		407,211		491,082		364,049

Expenditures

	Year 1		Year 2		Year 3		Year 4	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
Personnel	64,823		214,931		229,668		229,668	
Operations	5,500	120,000	5,500	40,000	10,000		10,000	
Facilities /Equipment		950,000						
Total Expenditures	70,323	1,070,000	220,431	40,000	239,669	0	239,668	0

	Year 1		Year 2		Year 3		Year 4	
Net Income (Deficit)	(70,323)	490,808	(220,431)	367,211	(239,668)	491,082	(239,669)	364,049
	420,485*		146,780		251,414		124,381	

**A portion of this balance could, if needed, carry forward to help with starting costs in Years 2 & 3 if enrollment does not grow as fast as predicted.*

Fiscal Narrative. The projected budget combines funding from 4 sources: use of 9 existing courses already taught as part of other programs, a multi-year commitment from the Alaska Mental Health Trust (MHT), two federal appropriations, and anticipated tuition revenues. The MHT provided funding to support creation of the program and has committed to funding 3-4 years of startup costs. The earmarks include \$750,000 for program development and startup costs, and another \$500,000 to expand and renovate facilities used for in-person clinical experiences to accommodate the new program.

On the expense side, because all faculty in the department contribute to multiple programs, only a fractional amount of each faculty member's salary and benefits is included in the table above. As cohorts move through the program, we will begin offering the 10 new courses in a rotation, keeping class sizes healthy and minimizing instructional costs.

4) Program Standards:

The UAA Master of Science in School Psychology - Specialist program intentionally is designed to align with the [National Association of School Psychologists \(NASP\) Professional Standards \(2020\)](#). These national standards guide graduate education, credentialing, professional practice and services, and ethical behavior of school psychologists. The standards clearly outline requirements for NASP program accreditation which covers five primary areas: (a) program context and structure, (b) content knowledge, (c) supervised field experiences, (d) performance-based program assessment and accountability, and (e) program support and resources.

All course content and experiences are built around the [NASP 10 Domains of Practice](#) (see Figure 1 below), which include: 1) Data-based Decision Making, 2) Consultation and Collaboration, 3) Academic Interventions and Supports, 4) Mental and Behavioral Health Services, 5) School-Wide Practices to Promote Learning, 6) Services to Promote Safe and Supportive Schools, 7) Family, School, and Community Collaboration, 8) Equitable Practices for Diverse Populations, 9) Research and Evidence-based Practice, and 10) Legal, Ethical, and Professional Practice.



Figure 1: NASP Practice Model

Below a table is provided which outlines the primary courses that address each domain. Although each course's student learning outcomes address multiple domains, NASP accreditation requires programs to identify 2-3 primary courses per domain. PSY 695E (Internship) addresses all domains. Following the table, a description of each domain is provided, and candidates are assessed on each domain of practice throughout coursework and applied field experiences.

NASP Domain	Course 1	Course 2	Course 3
1. Data-Based Decision Making	PSY 618: School Psychology Assessment I: Culturally Inclusive Assessment with Children and Adolescents	PSY 619: School Psychology Assessment II: Applications of Culturally Inclusive Assessment	PSY 613: School-Based Behavioral Assessment
2. Consultation and Collaboration	PSY 661: Consultation and Collaboration with Schools, Families, and Communities	PSY 663: Academic Supports and Interventions	
3. Academic Interventions and Instructional Supports	EDSE 622: Curriculum and Strategies II: High Incidence	PSY 663: Academic Supports and Interventions	
4. Mental and Behavioral Health Services and Interventions	PSY 662: School-Based Mental Health and Counseling	PSY 691: Children's Mental Health Systems of Care	PSY 638: Child Clinical Psychology

5. School-Wide Practices to Promote Learning	PSY 608: Contemporary Issues and Practices in the Field of School Psychology	PSY 662: School-Based Mental Health and Counseling	PSY 663 Academic Interventions
6. Services to Promote Safe and Supportive Schools	PSY 662: School-Based Mental Health and Counseling	PSY 621: School Crisis Prevention, Intervention, and Response	PSY 608: Contemporary Issues and Practices in the Field of School Psychology
7. Family, School, and Community Collaboration	PSY 661: Consultation and Collaboration with Schools, Families, and Communities	PSY 691: Children's Mental Health Systems of Care	
8. Equitable Practices for Diverse Student Populations	EDL 620: Leadership in Alaska Culture and Social Justice Issues	PSY 618: School Psychology Assessment I: Culturally Inclusive Assessment with Children and Adolescents	PSY 608: Contemporary Issues and Practices in the Field of School Psychology
9. Research and Evidence-Based Practice	PSY 609: Research Methods in School Psychology	PSY A610 Single Subject Research Designs	
10. Legal, Ethical, and Professional Practice	PSY 615: School Psychology in a Global Society: Laws, Ethics, and Professionalism	PSY 695D School Psychology Practicum	PSY 659E School Psychology Internship

Domain 1: Data-Based Decision Making

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

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data

collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement

evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

5) Benchmark assessments:

The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model, including results on the Praxis licensing exam, course-embedded methods, practicum and intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools.

All coursework is intentionally scaffolded and requires successful completion of prerequisite coursework. During Year 1, two key benchmarks are included. Candidates must successfully complete PSY 618 (Assessment I) with a B or better to enroll in PSY 619 (Assessment II). Similarly, candidates must successfully complete PSY 619 prior to enrollment in the practicum course (PSY 695D) and pass practicum to apply for internship (PSY 695E). Two additional key benchmarks occur during practicum and internship and include formative and summative performance-based evaluations by program

faculty and field-based supervisors (an example of the internship performance-based evaluation is included with the sample syllabi in Appendix B).

A description of the required assessments (#1 - 6), their implementation, and alignment with the NASP 10 Domains of Practice are summarized below. These are aligned with the NASP Professional Standards for Graduate Preparation of School Psychologists (2020) and are specifically required for accreditation.

Measure	Description	Frequency/ Start Date	Collection Method	NASP Domains Address
Assessment #1: Content Knowledge: Praxis II Exam in School Psychology	A nationally normed exam required for program accreditation and state certification. This 140-question exam is designed to measure knowledge and skills needed for entry-level school psychology practice in an educational setting. Passing scores of 147 as set by the National Association of School Psychologists, which is utilized by the Alaska Department of Education and Early Development for certificate eligibility.	Exam is taken during internship semester and prior to graduation.	Taken at a ETS Testing Center; scores are sent to UAA Dept of Psychology Descriptive statistics & % of passing score by cohort	1,2,3,4,5,6,7,8,9,10
Assessment #2: Content Knowledge: Course Grades (Required)	Aggregated and disaggregated course grades for all required coursework by NASP Domains 1-10	Course Grades: collected and compiled at end of each semester	Grades from Banner	1,2,3,4,5,6,7,8,9,10
Assessment #3: Practica Assessment: Professional Knowledge, Skills, and Dispositions during <u>practica</u> (a) Field Supervision Practicum Evaluation (b) Professional Competency Self-Assessment	Practica assessment is completed by the school-based supervisor and includes a rating scale and narrative summary of the student's ability to plan and carry out school psychological services during practica. Assessment includes evaluation of services in a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being.	Completed 2x during YR 2 practicum course: <i>only final scores are reported for Assessment Plan and to NASP</i>	Completed by field supervisor; submitted to online data collection system Completed by student; submitted to online data collection system	1,3,4,10

Assessment #4: Intern Evaluation: Pedagogical and Professional Knowledge, Skills, and Dispositions: Intern Evaluation (a) Field Supervision Intern Evaluation (b) Professional Competency Self-Assessment	Intern evaluation assessment is completed by the school-based supervisor and includes a rating scale and narrative summary that includes assessment of the candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship. Includes each NASP domain (Standard 2, Domains 1-10) Report both aggregated and disaggregated data by NASP Domains 1-10	Completed 2x during YR 3 - Fall and Spring	Completed by intern field supervisor; submitted to online data collection system Completed by student; submitted to online data collection system	1,2,3,4,5,6,7,8, 9,10
Assessment #5: Performance-based Assessment: Pedagogical and Professional Knowledge, Skills, and Dispositions: Comprehensive Performance-based Assessment ePortfolio	Assessment of performance involves comprehensive, performance-based assessment of candidate abilities. Students complete a cumulative ePortfolio in which they present and reflect on artifacts that document their attainment of the knowledge, values, and skills in each of the 10 NASP Domains.	Submission end of YR 3	Student submission evaluated by SP faculty using SP ePortfolio Rubric	1,2,3,4,5,6,7,8, 9,10
Assessment #6: Positive Impact on Student Learning: Academic/Cognitive Case Study & Behavior Case Study	Assessment of impact on student learning demonstrates that candidates can integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers demonstrated during internship. Students complete an academic /cognitive case study and a behavioral case study at the individual or group/class level.	Completed during YR 3 internship	Student submission evaluated by SP faculty using NASP Case Study Rubric	1,3,4,8

6) Expectations & Experience:

a. Candidate Entry Criteria and Benchmarks

Admissions Criteria

Applicants must meet the [UAA Admission Requirements for Graduate Degrees](#). This includes a baccalaureate degree from an institutionally accredited, formerly known as regionally accredited, institution in the United States or a foreign equivalent and a minimum of a 3.0 GPA. Students who expect to receive their baccalaureate degree within two semesters may also apply for graduate admission. All students applying to the Graduate School for master's programs must submit official

transcripts showing completion and conferral of all baccalaureate degrees and any transcripts reflecting graduate-level courses.

Applicants must complete adequate prerequisite coursework at the time of the application or demonstrate a plan for completing prerequisite coursework. Prerequisite courses include one course in each of the following three areas: (1) child or human development, (2) learning or cognition, and (3) tests and measurement. Note that the learning or cognition course will be waived for applicants with a valid teaching certificate.

Applicants must apply using the UAA graduate application through the [UAA Application portal](#) by February 1 for fall admission. Applicant materials include:

- Personal goal statement should address (a) why they are seeking a degree in school psychology, (b) previous work with children and/or youth and families in school or community-based settings, (c) their reasons for selecting the Master of Science in School Psychology - Specialist at UAA with reference to the program's mission and vision, and (d) reference to place-based and location preferences for field work if applicable.
- Resume/CV that documents the applicant's vocational and professional experiences with children and/or families, academic achievements, research accomplishments or special projects, recognitions, and other information relevant to the applicant's qualifications for the program.
- Two letters of reference that address the applicant's suitability for the program and prior work in school or community settings with children, youth, or families. The program values academic excellence, a strong commitment to equity and justice, interpersonal skills (e.g., clear communication, effective collaboration), intrapersonal skills (e.g., reflection, adaptability), professional behaviors (e.g., reliability, ability to receive feedback), ethical decision-making, and sound reasoning. Applicants are asked to seek recommendations from those who can offer a recent and professional assessment of their knowledge, skills, and behaviors in these areas (e.g., direct supervisors, professors).
- Official academic transcripts of prior undergraduate and graduate coursework (if applicable).

Applicants are reviewed by program faculty using a 5-point scale rubric on 15 items which are summarized into the following five categories: (1) Transcripts (10 points); (2) Personal Goal Statement (25 points); (3) Resume/CV (20 points); (4) Letters of Reference (15 points); and (5) Overall Impressions (5 points). Select applicants are invited for a Zoom interview, which consists of seven formal questions, and is scored on a 4-point scale for a total of 25 points. Using the rubric scores, the ratio of full-time to part-time applicants, and overall fit with the program will inform admissions decisions.

b. Required Coursework and Training Requirements

All coursework and training requirements follow the NASP Professional Standards (2020) for Graduate Preparation of School Psychologists as well as with the State of Alaska Code of Ethics of the Education

Profession, 20 AAC 10.020. Here we briefly outline program requirements followed by coursework and graduation requirements. Sample course syllabi are included at the end of the packet (Appendix B).

Program Requirements

- Complete an [initial background check](#) from the Alaska Department of Health in the first semester of enrollment for placement in course-based and clinical field experiences.
- Complete online [Mandatory Trainings for teacher certification as outlined by the Alaska Department of Education and Early Development](#) by the end of the first year.
- Comply with the National Association of School Psychologists (NASP) Principles for Professional Ethics and the UAA Code of Student Conduct throughout the program. These are evaluated as part of coursework and field experiences.
- Attend an on-campus 2-day orientation during the week prior to the start of classes.
- Attend one on-campus weekend per fall and spring semesters, and an on-campus summer intensive as part of the expected program requirements.
- Complete course-based field placements, a 300-hour practicum, and 1,200 hour internship in a school setting in accordance with the [Standards for Graduate Preparation of School Psychologists](#).

Coursework and Graduation Requirements

- Complete the [General University Requirements for Graduate Degrees](#).
- Pass the Praxis School Psychology test with a minimum score of 147. The test is based on the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services (2020) and is designed for candidates seeking licensure or certification as school psychologists in educational settings.
- Complete a comprehensive portfolio with a minimum of Meets Standards as rated by the program faculty.
- Successfully complete all required coursework outlined in the table below

Full-Time			
Year 1	Fall	Spring	Summer
	PSY A600: Strategies of Behavior Change (3 crs.) PSY A608: Contemporary Issues and Practices in School Psychology^ (3 crs.) PSY A609: Research Methods in School Psychology (3 crs.) PSY A615: School Psychology in a Global Society: Law, Ethics, and Professionalism (3 crs.)	PSY A618: School Psychology Assessment I: Culturally Inclusive Assessment with Children and Adolescents* (3 crs.) EDSE A622: High-Incidence Disabilities (3 crs.) PSY A638: Child Clinical Psychology (3 crs.) PSY A610: Single-Subject Research Designs (3 crs.)	PSY A619: School Psychology Assessment II: Applications of Culturally Inclusive Assessment^ (4 crs) PSY A691: Children's Mental Health Systems of Care (3 crs.)

Year 2	<p>PSY A695D: School Psychology Practicum^ (2 crs.)</p> <p>PSY A661: Consultation and Collaboration w Schools, Families and Communities^* (3 crs.)</p> <p>PSY A613: Behavioral Assessment^ (3 crs.)</p> <p>Elective (Choose one) (3 crs.)</p> <ul style="list-style-type: none"> PSY A647: Behavioral Treatment of Autism Spectrum Disorders PSY A611Y: Assessment in Preschool Education^ EDSE A612: Low Incidence^ Research: elective or PSY A699: Thesis 	<p>PSY A695D: School Psychology Practicum^ (2 crs.)</p> <p>PSY A662: School-Based Mental Health and Counseling^* (3 crs.)</p> <p>PSY A663: Academic Interventions (3 crs.)</p> <p>Elective (Choose one) (3 crs.)</p> <ul style="list-style-type: none"> PSY A655: Interventions for Challenging Behavior PSY A623Y: Interventions in Preschool Special Education SPED elective (advisor approved) Research: elective or PSY A699: Thesis 	<p>EDL A620: Leadership in Alaska Cultural and Social Justice Issues (3 crs.)</p> <p>PSY A621: Crisis Response, Prevention, and Intervention in Schools (3 crs.)</p>
Year 3	PSY A695E: School Psychology Internship^ (2 crs.)	PSY A695E: School Psychology Internship^ (2 crs.)	

Part-Time			
Year 1	Fall	Spring	Summer
	<p>PSY A608: Contemporary Issues and Practices in School Psychology^ (3 crs.)</p> <p>PSY A615: School Psychology in a Global Society: Law, Ethics, and Professionalism (3 crs.)</p>	<p>PSY A618: School Psychology Assessment I: Culturally Inclusive Assessment with Children and Adolescents* (3 crs.)</p> <p>PSY A638: Child Clinical Psychology (3 crs.)</p>	<p>PSY A619: School Psychology Assessment II: Applications of Culturally Inclusive Assessment^ (4 crs)</p>
Year 2	<p>PSY A600: Strategies of Behavior Change (3 crs.)</p> <p>PSY A609: Research Methods in School Psychology (3 crs.)</p>	<p>EDSE A622: High-Incidence Disabilities (3 crs.)</p> <p>PSY A610: Single-Subject Research Designs (3 crs.)</p>	<p>PSY A621: Crisis Response, Prevention, and Intervention in Schools (3 crs.)</p>
Year 3	<p>PSY A661: Consultation and Collaboration w Schools, Families and Communities^* (3 crs.)</p> <p>PSY A613: Behavioral Assessment^ (3 crs.)</p>	<p>PSY A662: School-Based Mental Health and Counseling^* (3 crs.)</p> <p>PSY A663: Academic Interventions (3 crs.)</p>	<p>PSY A691: Children's Mental Health Systems of Care (3 crs.)</p>
Year 4	<p>PSY A695D: School Psychology Practicum^ (2 crs.)</p> <p>Elective (Choose one) (3 crs.)</p>	<p>PSY A695D: School Psychology Practicum^ (2 crs.)</p> <p>Elective (Choose one) (3 crs.)</p>	<p>EDL A620: Leadership in Alaska Cultural and Social Justice Issues (3 crs.)</p>

	PSY A647: Behavioral Treatment of Autism Spectrum Disorders PSY A611Y: Assessment in Preschool Education^ EDSE A612: Low Incidence^ Research: elective or PSY A699: Thesis	PSY A655: Interventions for Challenging Behavior PSY A623Y: Interventions in Preschool Special Education SPED elective (advisor approved) Research: elective or PSY A699: Thesis	
Year 5	PSY A695E: School Psychology Internship^ (2 crs.)	PSY A695E: School Psychology Internship^ (2 crs.)	

*indicates on-campus weekend

^ indicates required field experience

c. Delivery Options

The program is offered primarily through distance delivery with four required on-campus learning experiences. Nineteen of the 20 courses are offered via distance delivery - 16 through synchronous web conferencing and three through asynchronous delivery (EDSE A622: High-Incidence Disabilities, EDSE A612 -Low Incidence Disabilities, PSY A609- Research Methods in School Psychology). Students are required to attend a total of three on-campus weekends associated with specific courses (i.e., PSY A618 - Assessment I, PSY A661 - Consultation and Collaboration, PSY A663 - Academic Interventions). One course, *PSY A619: Applications of Culturally Responsive Assessment*, requires on-campus attendance for a 5-week summer session (M-Th) in Year 1.

d. Student Teaching Expectations (Field Experiences)

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives. The program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. All supervised field experiences will follow the requirements as outlined in NASP Standards for Graduate Preparation Standard 3.

Course Embedded Fieldwork Experiences (75 hours): Five courses in the School Psychology Program include a requirement of 15-hours of field experience. Activities during course embedded fieldwork are linked to specific assignments associated with the course and all require a log of time and activities.

Practicum (300 hours): All students complete *PSY A695D School Psychology Practicum*, a year-long structured practicum experience. PSY A695D is taken in both the fall and spring semesters, for an accumulated total of 300 hours completed over the course of the school year. The supervised practica experience is based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and

(c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social–emotional learning).

Internship (1,200 hours): In the final year of the program, all students complete *PSY A695E School Psychology Internship* which requires at-least 1,200 hours across a minimum of 1 school year. This experience requires full time placement in a school setting. The program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes all components based on program goals and NASP graduate preparation standards. This includes, as examples, participation in an advanced seminar each semester, a written agreement that specifies the period of the internship appointment and any terms of compensation for the intern; similar support services for the intern as provided to the agency school psychologist; provision for the intern's participation in continued professional development. The internship requires that each intern receive appropriate and regularly scheduled field-based supervision as outlined by the NASP graduate preparation standards. This includes supervision by a licensed school psychologist and at least weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week.

7) **Staffing & Program Capacity:**

Staffing Levels. Based on NASP Standards for Graduate Preparation (2020), the program must have faculty who are designated specifically as school psychology program faculty members and have teaching loads of at least three full-time equivalents (FTE). Full-time equivalent is defined as 100% of teaching load in the school psychology program or teaching load plus release time for directing the school psychology program and/or other responsibilities.

Minimum Faculty Qualifications. At least two school psychology program faculty members (including the program administrator) must hold doctoral degrees with specialization in school psychology and be actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology). Other school psychology program faculty members, as relevant for the program, must hold one of the following: (a) a specialist degree in school psychology and significant school-based experience (if allowed by the program's regional accrediting body and institution); or (b) a doctoral degree in psychology, education, or closely related discipline and formal preparation and expertise to teach/supervise in the content area they have been assigned in the graduate program.

Faculty Resumes. The UAA School Psychology program currently includes the following two faculty: (1) Dr. Hattie Harvey, Professor of School Psychology and Program Director who holds a PhD in School

Psychology, an Alaska Type K Advanced Special Services - School Psychologist and is a Nationally Certified School Psychologist (NCSP); and (2) Dr. Anastasiia Iun, an Assistant Professor of School Psychology who holds a PhD in Combined Clinical-School Psychology and the NCSP. CVs are included (see Appendix C).

The program recently hired two additional faculty with start dates of August 2025: (1) Dr. Rachel Chidsey-Brown, an Associate Professor who holds their PhD in School Psychology, their Nationally Certified School Psychologist (NCSP) endorsement, and their Alaska Type C - Special Services School Psychology endorsement; and (2) Dr. Jennifer Knutson, a Term Assistant Professor who holds a PhD in School Psychology and their Alaska Type C - Special Services School Psychology endorsement. CVs are included (see Appendix C).

Staff Assessment Training. Assessments described in #5 above are all required components of NASP Accreditation. Assessment #1 (Praxis II) is a nationally normed licensing exam, so no additional training is necessary. Students complete the exam at an ETS testing center and scores are sent to the University program. Assessment #2 (course grades) are reported by individual program faculty and can be obtained by the Program Directors from UAA Banner. Assessment #3 and #4 includes two components, the first (Professional Competency Self-Assessment) is a nationally utilized tool that has undergone a reliability and validity study; and the second (Practicum/Intern Field-Supervisor Evaluation) follows the recommendations of NASP for indicators of performance on a 5-point scale and has been found to be a valid indicator of candidate's readiness for independent practice at the culmination of internship. Assessment #5 (Performance-based Portfolio Assessment) will be utilized by all program faculty who will complete an evaluation of each candidate's portfolio and submit scores (using the recommended NASP 5-point scale) independently to obtain both interrater reliability and to determine consensus for a final rating among each domain of practice. Lastly, Assessment #6 (Case Studies) is evaluated by at least two program faculty using the NASP Case Study Rubric, which has undergone significant reliability and validity studies. It is required as part of accreditation.

Anticipated Enrollment and Graduates. Based on NASP Professional Standards (2020), the program's faculty-to-student ratio must be no greater than 1 to 12 in the overall program and in instructionally intensive courses containing a significant supervision component. The program anticipates accepting up to 15 qualified candidates per cohort based on full-time equivalency. Students may apply for a full-time or part-time track, thus the numbers may vary depending on the track. As one example, the program may admit 10 full-time candidates and 10 part-time candidates. The program estimates to graduate the following within the next five years, assuming a 90% or more retention, as the NASP Standards for Graduate Education outline specific measures to ensure highest retention possible:

- Spring 2028 - 10 graduates who enrolled in the full-time track
- Spring 2029 - 10 graduates who enrolled in the full-time track
- Spring 2030 - 10 graduates who enrolled in the full-time track + 10 part-time graduates

8) Accreditation & Continuous improvement:

Program Accreditation

The program aims to seek specialized accreditation through the National Association of School Psychologists (NASP) which is recognized by the Council for Higher Education Accreditation (CHEA) as an accrediting organization. This will ensure quality assurance and provide a pathway for program graduates to apply for NASP's national certification. In following NASP requirements the program must first submit for and request Candidacy Status prior to submitting for full program accreditation, which requires submission of one cycle of data on a cohort of graduates. NASP provides two opportunities per year to submit for Candidacy Status. Thus, the following timeline is proposed including start up:

- Submit for NASP Candidacy Status August 1, 2025 (notification January 1, 2026)
- First cohort of full- and part-time candidates begin - Fall 2025
- First cohort of full-time candidates graduate - Spring 2028
- Submit for NASP Full Accreditation: Self-Study - September 15, 2028 (following graduates in Spring 2028) (notification January 1, 2029 for Site-Visit eligibility)
- Schedule Site-Visit by April 15, 2029
- Decision received by June 20, 2029

Continuous Improvement

The program developed an official Academic Assessment Plan, which was reviewed and approved up through the UAA Academic Assessment Committee of the Faculty Senate in December. UAA intentionally encourages programs with specialized accreditation to align their UAA approved assessment plan to their specialized accreditation continuous improvement requirements. Accordingly, the plan outlines how the program will conduct assessment on an annual basis, as per requirements of NASP and includes the following stages: 1) plan and set goals, 2) provide learning opportunities (implementation of coursework), 3) gather and compile evidence [based on Assessments described above], 4) discuss results and make recommendations, and 5) make program improvements by assessing impact.

A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of direct and indirect services to children and youth, families, and schools. The School Psychology Faculty will be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations) both at the individual level based on course assignments, and as a whole group based on the evaluation of the candidate's performance during practicum and internship and on their final portfolio. Use assessment results to evaluate and improve the program.

Annual assessment results are shared with the faculty, students, Program Director, College of Arts and Sciences Assessment Coordinator, and Dean. The dean provides feedback directly to the program, which is used by the program in considering next steps. All plans and reports are published on the UAA Academic Assessment Plans and Reports website. In addition, results are posted on the School Psychology website. The Program Accreditation Coordinator is also responsible for submitting required reporting for external accreditation with the National Association of School Psychologists.

In addition, annual assessment results will be shared and discussed with the Statewide School Psychology Advisory Board to ensure relevancy of the findings, consider improvements from stakeholder perspectives, and obtain feedback for program improvement.

9) **Presentation**

The presentation will be submitted in a separate email, within the 30-day period prior to the presentation.

Appendix A: Letters of Support

1. Anchorage School District
2. Nome Public Schools
3. Alaska Mental Health Trust Authority
4. Alaska State Superintendents Association



Anchorage School District

Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

January 7, 2025

Alaska Department of Education & Early Development
333 Willoughby Ave, 9th Floor
Juneau, AK 99801

Dear Alaska State Board of Education and Early Development Members,

On behalf of the Anchorage School District, I am writing to support the University of Alaska Anchorage's School Psychology program in seeking conditional approval through DEED, enabling program graduates to become eligible for their Alaska Provisional or Initial Type C Special Services – School Psychologist endorsement.

Currently, there is a statewide shortage of school psychologists, with the existing ratio of school psychologists to students (1:1600) significantly exceeding the recommended 1:500 ratio. In Anchorage, we are experiencing, and continue to anticipate, substantial shortages of school psychologists and school psychologist interns. As we strive to enhance and expand our multitiered systems of support and mental health services, we require personnel trained to implement these systems and address the mental health crisis affecting our state. Conditional approval from DEED would allow program graduates to obtain their Alaska Provisional or Initial Type C Special Services – School Psychologist endorsement, helping to bridge a critical workforce gap within the Anchorage School District (ASD).

The Anchorage School District strongly supports the new graduate-level school psychology training program as a means to increase the number of qualified and credentialed school psychologists prepared to deliver high-quality services in Alaska. This program is essential to meeting the workforce demands for school psychologists who possess the knowledge and skills to collaborate with families and school personnel to best serve children with high-intensity needs, including those facing significant mental health challenges. The ASD is partnering with the University of Alaska Anchorage to provide field experiences, mentorship for program scholars, and coordination of job placements. Program participants will gain valuable experience in high-poverty schools and contribute to improved behavioral practices, particularly for students with disabilities. Granting this conditional approval for certification is a vital step in supporting student services across school districts in Alaska.

Thank you for considering this request for conditional approval by DEED.

Sincerely,

Jharrett Bryantt, Ed.D.
Superintendent, Anchorage School District

Educating All Students for Success in Life

Anchorage School Board Andy Holleman, President

Carl Jacobs, Vice President

Dora Wilson, Clerk

Kelly Lessens, Treasurer

Margo Bellamy

Dave Donley

Pat Higgins

Superintendent Dr. Jharrett Bryantt

NOME PUBLIC SCHOOLS
Special Education Department Mary Donaldson, SPED Director
P.O. Box 131, Nome, Alaska 99762 • Telephone (907) 443-6208



March 19, 2024

Office of the Provost
University of Alaska Anchorage
3800 Alumni Drive
Admin./Humanities Bldg, Room 214
Anchorage, AK 99508


Dear Provost Runge,

The Nome School District strongly supports the development of new graduate school psychology training program in order to increase the number of qualified and credentialed school psychologists who are prepared to provide high-quality services in Alaska. Not only is there a state-wide shortage of school psychologists with the current ratio of school psychologists to students (1:1600) substantially higher than the recommended 1:500 ratio, but many rural school districts, including ours rely on contractual school psychological services. This grow-your-own model could help to support internal applicants who want to stay and work in their home communities.

The city of Nome is located on the southern peninsula coast on the Norton Sound of the Bering Sea, with a population of 3,700 recorded in 2020 census. Nome is considered off the road system, meaning it is only accessible by plane from major hubs such as Anchorage, and by boat or snow machine from surrounding smaller villages. Nome Public Schools educates just under 700 students and contains four schools, with a minority enrollment of 80%, 55% being American Indian or Alaska Native, and 13% who receive special education services. All students are eligible for federal free and reduced meals, and state test scores show less than 35% proficient in reading or math across all grades, with a graduation rate is 61.5%. Families in Nome also experience high rates of ACES and mental health issues, and we currently do not have enough mental health supports to fulfill the service needs, including within the schools. The school district does not currently employ a school psychologist, and contracts with one who flies in 3-4 times per year for a few days to complete re-evaluations for special education. We employ one behavior specialist, with a preferred associated degree but not required, but we have had difficulty filling and retaining personnel in this position, and it is currently an open position. Having a school psychologist in our district would have a profound benefit in our school district, both for supporting children with disabilities and high-intensity needs but also to support implementation of new systems, such as Positive Behavior Supports which the state of Alaska is advocating for, and promote equitable practices.

The proposed project by UAA will support the workforce needs for school psychologists who have knowledge and skills to collaborate and coordinate with families and other school personnel to best serve children with high-intensity needs, including those with high-risk mental health needs. The Nome Public Schools is willing to partner with the University to recruit an internal applicant from our district to participate in the new School Psychology training program, provide field experiences, mentorship, and an internship placement in collaboration with the University's rural supervision model.

Thank you for your consideration,


Nome School District
Superintendent

January 10, 2025

Alaska Department of Education & Early Development
333 Willoughby Ave, 9th Floor
Juneau, AK 99801

Dear Alaska State Board of Education and Early Development Members:


On behalf of the Alaska Mental Health Trust Authority (AMHTA), I am writing to support the University of Alaska Anchorage's School of Psychology program in seeking conditional approval through DEED, enabling program graduates to become eligible for their Alaska Provisional or Initial Type C Special Services- School Psychologist endorsement.

The AMHTA is a state corporation that administers the Alaska Mental Health Trust, a perpetual trust, to improve the lives of beneficiaries. The Trust operates much like a private foundation, using its resources to ensure that Alaska has a comprehensive, integrated mental health program. Beneficiaries of the Trust include the following broad groups of Alaskans who experience mental illness, substance misuse, intellectual and developmental disabilities, traumatic brain injury, Alzheimer's, and related dementia.

There is a statewide shortage of school psychologists, with the existing ratio of school psychologists to students (1:1600) significantly exceeding the recommended 1:500 ratio. Across the State of Alaska, school districts are experiencing a substantial shortage of school psychologists and interns. Additionally, communities and school districts across our state need additional behavioral health services, of which school psychologists can help to play a pivotal role within the school setting. In the recent Strengthening the System II: Alaska's Comprehensive Integrated Mental Health Program Plan 2025-2029, the plan emphasizes prevention, early intervention, and workforce development to help ensure Alaskans receive the appropriate level of care at the right time.

The AMHTA has committed to providing start-up funding for the program's development and initial implementation in FY 25-26. This new graduate program is essential to meeting the workforce demand for school psychologists with the knowledge and skills to collaborate with families and school personnel to best serve children and youth. Granting this conditional approval for certification is a vital step in supporting student services across school districts in Alaska.

Sincerely,



Katie Baldwin-Johnson, COO
Alaska Mental Health Trust Authority

Alaska Superintendents Association

234 Gold Street • Juneau, AK 99801

907.586.9702 • (Fax) 907.364.3805



January 14, 2025

Alaska State Board of Education and Early Development

PO Box 110500

Juneau, AK 99811-0500

Dear State Alaska State Board of Education and Early Development Members,

On behalf of the Alaska Superintendents Association (ASA), I am writing to support writing to support the UAA School Psychology program in seeking Conditional Approval through DEED, so that graduates from the program are eligible for their Alaska Provisional or Initial Type C Special Services - School Psychologist endorsement. This program is crucial to increase the number of qualified and credentialed school psychologists who are prepared to provide high-quality services in Alaska. Not only is there a state-wide shortage of school psychologists with the current ratio of school psychologists to students (1:1600) substantially higher than the recommended 1:500 ratio, but many rural school districts rely on contractual school psychological services by individuals living in the lower 48, who may not understand the unique cultural and community values of Alaska. This grow-your-own model could help to support internal applicants who want to stay and work in their home communities.

The program at UAA will support the workforce needs for school psychologists who have knowledge and skills to collaborate and coordinate with families and other school personnel to best serve children with high-intensity needs, including those with high-risk mental health needs. School Psychologists are equipped to provide comprehensive services which can include school-based mental health support and consultation and guidance in using data-

Alaska Superintendents Association

234 Gold Street • Juneau, AK 99801

907.586.9702 • (Fax) 907.364.3805



based decision making for school-wide data. The Alaska Superintendents Association is willing to partner with the University to support recruitment from Alaska school districts to provide field experiences, mentorship, and an internship placement in collaboration with the program.

Thank you for your consideration.

A handwritten signature in blue ink that reads "Clayton Holland". The signature is written in a cursive, flowing style.

Clayton Holland
President, Alaska Superintendents Association

Appendix B: Sample Syllabi

- ☐ PSY 608: Contemporary Issues in School Psychology
- ☐ PSY 615: School Psychology in a Global Society: Professionalism, Law, and Ethics
- ☐ PSY 618: School Psychology Assessment I: Culturally Inclusive Assessment with Children and Adolescents School Psychology Assessment II: Applications of Culturally Inclusive Assessment
- ☐ PSY 633: Academic Interventions
- ☐ PSY 691: Children's Mental Health Systems of Care
- ☐ PSY 695E: School. Psychology Internship Student Evaluation



**UAA College of
Arts and Sciences**
UNIVERSITY *of* ALASKA ANCHORAGE

PSY A608 Contemporary Issues and Practices in School Psychology

Course Information

- Course Title: PSY A608: Contemporary Issues and Practices in School Psychology
- CRN #:
- Credits: 3, Graded A-F
- Term: Fall

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: Online synchronous sessions via Zoom and attendance for an on-campus weekend of instruction at the Anchorage campus
- Day and Time: Mondays 6:30 – 8:00 pm + 1 hour asynchronous

Field Placement Requirement

- This course requires a 15-hour field placement in an elementary school setting.

Catalog Course Description

Introduces the field of school psychology through a contemporary global lens with a focus on culturally sustaining practices, social justice issues and the school psychologist as a positive change agent. Course introduces future directions in the field that focus on efforts to support social justice and antiracism in school systems. Current practices, professional issues and controversies in the field are also examined.

Registration Restriction: Admitted to the Specialist in School Psychology degree and graduate standing

Student Learning Outcomes

1. Describe historical events in school psychology practice and future directions that emphasize support for social justice and antiracism practices in schools.

2. Describe the primary roles and functions of a school psychologist with respect for and honoring of cultural and human diversity.
3. Identify and compare theoretical foundations and contextual influences of school psychology.
4. Explain the elements of a multitiered system of supports and the problem-solving model.
5. Reflect on the critical importance of multicultural issues and culturally sustaining practices related to the practice of school psychology.
6. Analyze current practices and controversies that shape school psychology practice.
7. Identify current challenges in school psychology and understand future directions for the advancement of school psychology practice.

NASP Domains Addressed

- Domain 5: School-Wide Practices to Promote Learning*
- Domain 8: Equitable Practices for Diverse Student Populations*

Course Design

This course has weekly synchronous sessions via Zoom and uses Blackboard as a Learning Management System. This course requires additional time of student engagement to complete readings, projects, research, and other assignments. Time expectations for higher education courses are typically three hours outside of class time per week per credit hour, thus 9 hours of outside class time per week is expected. This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts

Burns, M. K. (Ed.). (2019). *Introduction to school psychology: Controversies and current practice*. Oxford University Press.

Harrison, S. L., Proctor, S. L., & Thomas, A. (2023). *Best practices in School Psychology* (7th ed.). National Association for School Psychologists.

Song, S. Y., Miranda, A. H., Radliff, K. M., & Shriberg, D. (2019). *School psychology in a global society: Roles and functions*. NASP.

Required Readings

Conoley, J. C., Powers, K., & Gutkin, T. B. (2020). How is school psychology doing: Why hasn't school psychology realized its promise?. *School Psychology*, 35(6), 367.

Gonzalez, J. E., Durán, L., Linan-Thompson, S., & Jimerson, S. R. (2022). Unlocking the Promise of multitiered systems of support (MTSS) for linguistically diverse students: Advancing science, practice, and equity. *School Psychology Review*, 51(4), 387-391.

Grapin, J. S., & Fallon, L. M. (2023). Conceptualizing and dismantling white privilege in school psychology research: An ecological model. *School Psychology Review*, 52:5, 504-517, DOI: 10.1080/2372966X.2021.1963998

National Association of School Psychologists (2020). *NASP practice model implementation guide*.

<https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide>

Jones, J. L., & Mehr, S. L. (2007). Foundations and assumptions of the scientist-practitioner model (Links to an external site.). *American Behavioral Scientist*, 50, 766-771.

State of Alaska Department of Education and Early Development. (n.d.b). *Provisional special services certificate*. <https://education.alaska.gov/teachercertification/certification/special-services-certificates# Type B: Provisional>

- Sullivan, A. L. (2022). Reconceptualizing school psychology for the 21st century: The future of school psychology in the United States. *School Psychology Review*, 51(6), 647-660.
- Sullivan, A. L., Arora, P., Song, S. Y., & Jimerson, S. R. (2023). Theory, methods, and practice to advance equity and social justice in school psychology: Articulating a path forward. *School Psychology Review*, 1-11.
<https://doi.org/10.1080/2372966X.2023.2235221>

Course Calendar/Schedule

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard. Weekly reminders:

Week/ Date	Topic	Readings	Activities/Assignments
Week 1 (Dates)	Orientation	Burns et al., 2019, chapter 30 Song et al., 2019, chapter 1	<input type="checkbox"/> Weekly module and exit ticket
Week 2	History of School Psychology: US	Burns et al., 2019, chapter 4 Song et al., 2019, chapter 2	<input type="checkbox"/> Weekly module and exit ticket
Week 3	History of School Psychology: Global	Grapin & Fallon, 2023 Song et al., 2019, chapter 3	<input type="checkbox"/> Weekly module and exit ticket <input type="checkbox"/> NASP Student Membership due
Week 4	Theoretical Foundations in School Psychology	Burns et al., 2019, chapters 10, 11, 13, 15 Jones & Mehr, 2007	<input type="checkbox"/> Weekly module and exit ticket
Week 5	Credentialing and Professional Identity	Burns et al., 2019, chapters 5, 6 Song et al., 2019, chapter 12	<input type="checkbox"/> Weekly module and exit ticket <input type="checkbox"/> Reflection Paper 1: History of School Psychology
Week 6	Roles and Functions of School Psychologists	Best Practices, Vol 1., chapter 1 Song et al., 2019, chapters 7, 8, 9, 10	<input type="checkbox"/> Weekly module and exit ticket
Week 7	NASP Practice Model	Best Practices, Vol 1., chapter 1 Conoley et al., 2020 NASP Practice Model Guide	<input type="checkbox"/> Weekly module and exit ticket <input type="checkbox"/> Reflection Paper 2: Current Issue in School Psychology
Week 8	Role in Special Education	Best Practices, Vol 2, chapters 20, 21 Burns et al., 2019, chapters 16, 19, 20	<input type="checkbox"/> Weekly module and exit ticket
Week 9	Assessment Practices	Best Practices, Vol 1, chapters 5, 6, 10 Burns et al., 2019, chapter 22	<input type="checkbox"/> Weekly module and exit ticket <input type="checkbox"/> NASP Practice Model Presentation
Week 10	Instructional Supports	Best Practices, Vol 1, chapter 22 Best Practices, Vol 2, chapters 5, 6 Burns et al., 2019, chapter 25	<input type="checkbox"/> Weekly module and exit ticket
Week 11	Mental Health Methods	Best Practices, Vol 1, chapter 19 Burns et al., 2019, chapters 21, 23	<input type="checkbox"/> Weekly module and exit ticket <input type="checkbox"/> NASP Practice Model Self-Assessment
Week 12	Multi-Tiered System of Supports (MTSS)	Best Practices, Vol 1., chapter 3 Best Practices, Vol 2, chapters 17 Burns et al., 2019, chapters 14, 15 Gonzalez et al., 2022	<input type="checkbox"/> Weekly module and exit ticket
Week 13	Supporting Diverse Students	Best Practices, Vol 3, chapters 2, 4 Burns et al., 2019, chapter 3 Song et al., 2019, chapter 6 Sullivan et al., 2023	<input type="checkbox"/> Weekly module and exit ticket <input type="checkbox"/> Reflection Paper 3: Future of School Psychology
Week 14	School Psychology in Alaska	Best Practices, Vol 3, chapters 5, 6 Burns et al., 2019, chapters 26, 27	<input type="checkbox"/> Weekly module and exit ticket
Week 15	Technology use in school psychology	Ayanwale et al., 2022 Best Practices, Vol 3, chapter 22 Burns et al., 2019, chapter 28 Hosseini et al., 2023 Sullivan et al., 2022	<input type="checkbox"/> Weekly module and exit ticket <input type="checkbox"/> Field Placement Time Log and Reflection

Week/ Date	Topic	Readings	Activities/Assignments
Week 16	Advocacy and Leadership	Best Practices, Vol. 3, chapters 1, 21 Song et al., 2019, chapter 5	<input type="checkbox"/> Weekly module and exit ticket <input type="checkbox"/> NASP Professional Identity Statement

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are on Blackboard.

Assignments	Description	Points	Due Date
Attendance	Students will attend scheduled synchronous online and the on-campus weekend class sessions.	10 points x 15 weeks = 150	Weekly
Weekly Modules + Exit Ticket	Students complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion.	5 points each x 15 weeks = 75	Weekly
Weekly Activities	Students will complete a weekly activity linked to course content, which will include either a responses to questions posted online in the Learning Management System (LMS) or completion of an interactive activity linked with course content	5 points each x 15 weeks = 75	Weekly
NASP Student Membership	Students will join the National Association of School Psychologists as a student member	50	Week 3
Reflection Paper 1: History of School Psychology	Students will write 3-5 page paper that reflects on one event or aspect in the history of school psychology	80	Week 5
Reflection Paper 2: Current Issue in School Psychology	Students will write 3-5 page paper that reflects on a current issue or controversy in school psychology	80	Week 7
NASP Practice Model Presentation	Students will be assigned one of the domains of the NASP Practice Model and make a presentation to the class explaining the purpose, examples, and importance of the domain and how it benefits K-12 learning outcomes	100	Week 9
NASP Practice Model Self-Assessment	Students will complete the online NASP Domains Self-Assessment and write a reflection paper explaining the results	110	Week 11
Reflection Paper 3: Future of School Psychology	Students will write 3-5 page paper that reflects on expectation or prediction about the future of school psychology	80	Week 13
Field Placement Time Log and Reflection	Students will complete 15 hours of learning in a school setting, record the hours, and write a reflection about what they learned from the activities	85	Week 15
NASP Professional Identity Statement	Students will write a professional identity statement in which they explain how they plan to incorporate all domains of the NASP Practice Model into their school psychology practice	105	Week 16
TOTAL Points		1000	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 1000
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

Assignment Details

- A. Weekly Modules + Exit Ticket.** (15 x 5 = 75 points). Students complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion.

Scoring Rubric for Weekly Modules + Exit Ticket

Points				
Exit Ticket	No exit ticket was submitted	Exit ticket is incomplete	Exit ticket is complete and reflects partial understanding from the module assignment	Exit ticket is complete and reflects accurate details from the module assignment
<i>Points</i>	0	1	2	3
Timeliness	Exit ticket was 7 or more days late.		Exit ticket was no more than 4 days late.	Exit ticket was on time.
<i>Points</i>	0		1	2
TOTAL	5			

- B. Weekly Activities.** (15 x 5 = 75 points) Students will complete a weekly activity linked to course content, which will include either a responses to questions posted online in the Learning Management System (LMS) or completion of an interactive activity linked with course content

Scoring Rubric for Weekly Activities

Points		
Exit Ticket	Weekly activity not completed	Weekly activity completed
<i>Points</i>	0	3
Timeliness	Activity completed after deadline	Activity completed on time
<i>Points</i>	0	2
TOTAL	5	

- C. NASP Student Membership.** (50 points) Students will join the National Association of School Psychologists as a student member

Scoring Rubric for NASP Student Membership

Points

Peer Response Timeliness	Student did not submit a PDF file verifying a student NASP membership	Student submitted a PDF file verifying a student NASP membership
<i>Points</i>	0	50
TOTAL	50	

- D. Reflection Paper 1: History of School Psychology.** (80 points) Students will write a 3-5 page paper that reflects on one event or aspect in the history of school psychology and includes details about a specific event or aspect of school psychology history including the date(s) and participants, details and explanation of the importance of event or aspect on the history of school psychology, and the current effects of the event or aspect on the school psychology practice.

Scoring Rubric for Discussion Paper 1: History of School Psychology

Points				
Event or Aspect	No specific school psychology event or aspect is provided	There is at least one sentence about a specific event or aspect of school psychology history	There is at least one paragraph about a specific event or aspect of school psychology history including the date(s) or participants	There is at least one paragraph with details about a specific event or aspect of school psychology history including the date(s) and participants
<i>Points</i>	0	3	5	10
Importance	No information about the importance of the event or aspect is provided	There is at least 1 paragraphs that provide details and explanation of the importance of event or aspect on the history of school psychology	There are at least 2 paragraphs that provide details and explanation of the importance of event or aspect on the history of school psychology	There are at least 3 paragraphs that provide details and explanation of the importance of event or aspect on the history of school psychology
<i>Points</i>	0	5	15	25
Effects on Current Practice	No information about the effects on current practice is provided	There is at least 1 paragraphs that explain the current effects of the event or aspect on school psychology practice	There are at least 2 paragraphs that explain the current effects of the event or aspect on school psychology practice	There are at least 3 paragraphs that explain the current effects of the event or aspect on school psychology practice
<i>Points</i>	0	5	15	25
Conclusion	There is no summary paragraph provided	There is at least one summary paragraph that includes 1 of the following: <ul style="list-style-type: none"> ● event or aspect ● importance to school psychology ● effects on current practice 	There is at least one summary paragraph that includes 2 of the following: <ul style="list-style-type: none"> ● event or aspect ● importance to school psychology ● effects on current practice 	There is at least one summary paragraph that includes all of the following: <ul style="list-style-type: none"> ● event or aspect ● importance to school psychology ● effects on current practice
<i>Points</i>	0	3	5	10
Grammar and Style	The paper uses APA (7th ed) style and includes more than 15 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 15 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 10 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 5 style or grammar errors
<i>Points</i>	0	3	5	10
TOTAL	80			

E. NASP Practice Model Self-Assessment. (110 points) Students will complete the online NASP Domains Self-Assessment and write a reflection paper explaining the results using the template provided. The self-assessment will include:

1. A PDF of the self-assessment completion report;
2. Reflection on the student's strengths and areas of growth for each NASP Practice Domains;
3. A list of at least 3 professional growth goals related to the NASP Domains.

Scoring Rubric for NASP Practice Model Self-Assessment

Points			
Completion Report	A PDF of the self-assessment is not uploaded in Blackboard		A PDF of the self-assessment is uploaded in Blackboard
Points	0		5
Domain 1	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	0	5	10
Domain 2	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	0	5	10
Domain 3	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	0	5	10
Domain 4	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	0	5	10
Domain 5	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	0	5	10
Domain 6	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	0	5	10
Domain 7	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	0	5	10
Domain 8	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	0	5	10
Domain 9	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	0	5	10
Domain 10	There is no information about the student's strengths and areas of growth in this domain	There is information about either the student's strengths or areas of growth in this domain	There is information about both the student's strengths and areas of growth in this domain
Points	0	5	10
Goals	There are no professional growth goals related to the NASP Domains	There are 1 or 2 professional growth goals related to the NASP Domains	There are 3 or more professional growth goals related to the NASP Domains

	0	3	5
TOTAL	110		

- F. Reflection Paper 2: Current Issue in School Psychology.** (80 points) Students will write a 3-5 page paper that reflects on a current issue or controversy in school psychology and includes a description and example of the issue or controversy, why it is important for the field of school psychology, effects on current practices in school psychology, and a conclusion.

Scoring Rubric for Discussion Paper 2: Current Issue in School Psychology

Points				
Issue or Controversy	No specific issue or controversy is provided	There is at least one sentence that explains the issue or controversy	There is at least one paragraph that explains the details of the issue or controversy	There is at least one paragraph that explains the details of the issue or controversy and includes an example
<i>Points</i>	0	3	5	10
Importance	No information about the importance of the issue or controversy is provided	There is at least 1 paragraph that provides details and explanation of the importance of issue or controversy on school psychology practice	There are at least 2 paragraphs that provide details and explanation of the importance of issue or controversy on school psychology practice	There are at least 3 paragraphs that provide details and explanation of the importance of issue or controversy on school psychology practice
<i>Points</i>	0	5	15	25
Effects on Current Practice	No information about the effects on current practice is provided	There is at least 1 paragraph that explains the current effects of the issue or controversy on school psychology practice	There are at least 2 paragraphs that explain the current effects of the issue or controversy on school psychology practice	There are at least 3 paragraphs that explain the current effects of the issue or controversy on school psychology practice
<i>Points</i>	0	5	15	25
Conclusion	There is no summary paragraph provided	There is at least one summary paragraph that includes 1 of the following: <ul style="list-style-type: none"> • issue or controversy • importance to school psychology • effects on current practice 	There is at least one summary paragraph that includes 2 of the following: <ul style="list-style-type: none"> • issue or controversy • importance to school psychology • effects on current practice 	There is at least one summary paragraph that includes all of the following: <ul style="list-style-type: none"> • issue or controversy • importance to school psychology • effects on current practice
<i>Points</i>	0	3	5	10
Grammar and Style	The paper uses APA (7th ed) style and includes more than 15 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 15 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 10 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 5 style or grammar errors
<i>Points</i>	0	3	5	10
TOTAL	80			

- G. NASP Practice Model Presentation.** (100 points) Students will be assigned one of the domains of the NASP Practice Model and make a presentation to the class that includes the following:
1. NASP Domain number and name;
 2. Components;
 3. Example;
 4. Importance of the domain and;
 5. How it benefits K-12 learning outcomes.

Scoring Rubric for NASP Practice Model Presentation

Points			
NASP Domain	Neither the number nor name of the NASP Practice Model Domain are provided	The number or name of the NASP Practice Model Domain are provided	The number and name of the NASP Practice Model Domain are provided
<i>Points</i>	0	5	10
Components	None of the components included in the NASP Practice Model Domain are explained	Some of the components included in the NASP Practice Model Domain are explained	All of the components included in the NASP Practice Model Domain are explained
<i>Points</i>	0	10	20
Example	There is no example of what the NASP Practice Model Domain looks like in a school setting	There is a partial example of what the NASP Practice Model Domain looks like in a school setting	There is a detailed example of what the NASP Practice Model Domain looks like in a school setting
<i>Points</i>	0	10	20
Importance	The importance of the NASP Practice Model Domain for comprehensive school psychology services is not explained	The importance of the NASP Practice Model Domain for comprehensive school psychology services is partially explained	The importance of the NASP Practice Model Domain for comprehensive school psychology services is fully explained
<i>Points</i>	0	15	30
Benefits	The benefits for K-12 student learning outcomes related to the NASP Practice Model Domain are not explained	The benefits for K-12 student learning outcomes related to the NASP Practice Model Domain are partially explained	The benefits for K-12 student learning outcomes related to the NASP Practice Model Domain are fully explained
<i>Points</i>	0	10	20
TOTAL	100		

- H. Reflection Paper 3: Future of School Psychology.** (80 points) Students will write a 3-5 page paper that reflects on at least one expectation or prediction about school psychology practice and includes a description of the expectation or prediction, why it is important for the field of school psychology, anticipated effects on school psychology practices, and a conclusion.

Scoring Rubric for Discussion Paper 2: Current Issue in School Psychology

Points				
Expectation or Prediction	No expectation or prediction is provided	There is at least one sentence that explains the expectation or prediction	There is at least one paragraph that explains the expectation or prediction	There is at least one paragraph that explains the expectation or prediction and includes an example
Points	0	3	5	10
Importance	No information about the importance of expectation or prediction is provided	There is at least 1 paragraph that provides details and explanation of the importance of the expectation or prediction on the field of school psychology	There are at least 2 paragraphs that provide details and explanation of the importance of the expectation or prediction on the field of school psychology	There are at least 3 paragraphs that provide details and explanation of the importance of the expectation or prediction on the field of school psychology
Points	0	5	15	25
Anticipated Effects	No information about the anticipated effects is provided	There is at least 1 paragraph that explains the anticipated effects on school psychology practice	There are at least 2 paragraphs that explain the anticipated effects on school psychology practice	There are at least 3 paragraphs that explain the anticipated effects on school psychology practice
Points	0	5	15	25
Conclusion	There is no summary paragraph provided	There is at least one summary paragraph that includes 1 of the following: <ul style="list-style-type: none"> Expectation or prediction importance to school psychology effects on current practice 	There is at least one summary paragraph that includes 2 of the following: <ul style="list-style-type: none"> Expectation or prediction importance to school psychology effects on current practice 	There is at least one summary paragraph that includes all of the following: <ul style="list-style-type: none"> Expectation or prediction importance to school psychology effects on current practice
Points	0	3	5	10
Grammar and Style	The paper uses APA (7th ed) style and includes more than 15 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 15 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 10 style or grammar errors	The paper uses APA (7th ed) style and includes no more than 5 style or grammar errors
Points	0	3	5	10
TOTAL	80			

- I. **Field Placement Time Log and Reflection.** (85 points) Students will complete 15 hours of learning in a school setting, record the hours, and write a reflection about what they learned from the activities, including:
1. A description of the field placement setting.
 2. The types of activities that student completed in the field experience.
 3. What the student learned from the field placement experiences.
 4. The student's goals for future field placement experiences.
 5. Time log listing the setting of each field experience encounter, amount of time, and activities included.

Students will work with the course instructor and School Psychology Program staff to locate a field placement and complete the required affiliation agreement paperwork to approve the placement. Examples of field placement activities for this course include observing in general and special education classrooms, attending grade-level and school MTSS team meetings, attending IEP meetings, and observing individual assessment sessions.

Scoring Rubric for Field Placement Reflection

Points			
Setting	There is not a description of the field placement setting	There is a description of the field placement setting that includes the school's grade levels or number of students enrolled	There is a description of the field placement setting that includes the school's grade levels and number of students enrolled
<i>Points</i>	0	4	10
Activities	There is no description of the types of activities that the student completed in the field experience	There is a partial description of the types of activities that the student completed in the field experience	There is a detailed description of the types of activities that the student completed in the field experience
<i>Points</i>	0	4	20
Learning	There is neither description nor analysis of what the student learned from the field placement experience.	There is description but not analysis of what the student learned from the field placement experience.	There is description and analysis of what the student learned from the field placement experience.
<i>Points</i>	0	4	20
Goals	There are no learning goals related to school psychology practices included	There is at least 1 learning goal related to school psychology practices included	There are at least 2 learning goals related to school psychology practices included
<i>Points</i>	0	4	20
Time Log	No time log is included:	A time log using the template provided by the instructor and that includes some of the following is included: <ul style="list-style-type: none"> • Setting • Time • Activities 	A time log using the template provided by the instructor and that includes all of the following is included: <ul style="list-style-type: none"> • Setting • Time • Activities
<i>Points</i>	0	10	15
TOTAL	85		

J. NASP Professional Identity Statement. (105 points) Students will write a professional identity statement in which they explain how they plan to incorporate all domains of the NASP Practice Model into their future school psychology practice, including:

1. Personal values that led to deciding on a school psychology career;
2. The ages and grade levels they will support;
3. The student learning needs (i.e., IDEA eligibility categories) expertise area(s);
4. Learning activities within each of the 10 NASP Practice Domains;
5. Additional learning activities to support their future goals.

Scoring Rubric for NASP Professional Identity Statement

Points			
Ages/Grades	No ages or grade levels to be supported are provided		The ages and grade levels to be supported are provided
Points	0		1
Learning Needs	No specific student learning needs (i.e., IDEA eligibility category) expertise area(s) are provided	The specific student learning needs (i.e., IDEA eligibility category) expertise area(s) are listed or explained	The specific student learning needs (i.e., IDEA eligibility category) expertise area(s) are listed and explained
Points	0	1	2
Domain 1	No example of a practice activity for this domain is provided	An example of a practice activity for this domain is listed but not explained	At least one example of a practice activity for this domain is listed and explained
Points	0	5	10
Domain 2	No example of a practice activity for this domain is provided	An example of a practice activity for this domain is listed but not explained	At least one example of a practice activity for this domain is listed and explained
Points	0	5	10
Domain 3	No example of a practice activity for this domain is provided	An example of a practice activity for this domain is listed but not explained	At least one example of a practice activity for this domain is listed and explained
Points	0	5	10
Domain 4	No example of a practice activity for this domain is provided	An example of a practice activity for this domain is listed but not explained	At least one example of a practice activity for this domain is listed and explained
Points	0	5	10
Domain 5	No example of a practice activity for this domain is provided	An example of a practice activity for this domain is listed but not explained	At least one example of a practice activity for this domain is listed and explained
Points	0	5	10
Domain 6	No example of a practice activity for this domain is provided	An example of a practice activity for this domain is listed but not explained	At least one example of a practice activity for this domain is listed and explained
Points	0	5	10
Domain 7	No example of a practice activity for this domain is provided	An example of a practice activity for this domain is listed but not explained	At least one example of a practice activity for this domain is listed and explained
Points	0	5	10
Domain 8	No example of a practice activity for this domain is provided	An example of a practice activity for this domain is listed but not explained	At least one example of a practice activity for this domain is listed and explained
Points	0	5	10
Domain 9	No example of a practice activity for this domain is provided	An example of a practice activity for this domain is listed but not explained	At least one example of a practice activity for this domain is listed and explained
Points	0	5	10
Domain 10	No example of a practice activity for this domain is provided	An example of a practice activity for this domain is listed but not explained	At least one example of a practice activity for this domain is listed and explained
Points	0	5	10
Goals	There are no future learning activity goals	There is 1 future learning activity goal	There are at least 2 future learning activity goals
Points	0	1	2
TOTAL	105		

Course Policies

- a. Evaluation: Successful completion of all assignments.
- b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.
- c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely communication as well as preparation for class discussions and activities. Students may miss one class without point penalty or prior approval.

Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence in addition to the one missed class to be considered excused it will need to be properly documented and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day (other than the one missed class).

- d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. **Assignments can be submitted up to 1-week late for a 10% point penalty. Note that late submission of research proposal assignments will affect your feedback and subsequent submissions.** In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your assignment on time, please contact the instructor in advance to discuss the possibility of an extension.
- e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course.
- f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.
- g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

Email

I may be reached by email at **instructor email**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID **PSY A608**, your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage. In addition, if there are sudden changes in case of an unexpected disruption such as a natural disaster, health crisis, or emergency communication through Blackboard announcements or university email will occur.

Telephone

Email is the best method of communication for receiving and sending correspondence. I also recommend accessing Blackboard for announcements and information about this course.

Blackboard Learn

Blackboard is an Internet-based learning management system that provides student and faculty interaction. You will use Blackboard to gain access to the course materials, assignments, and other important items related to this course. Blackboard is the tool used to obtain announcements, assignment criteria, course and class changes and updates, due dates, discussion forums, etc., as outlined in the syllabus. [Firefox](#) and [Chrome](#) are the recommended browsers to access Blackboard. You can access [Blackboard Learn](#) directly or from the [UAA website](#) Quick Links. Enter your username and password to see your courses in Blackboard.

For technical assistance, contact the UAA Call Center at 786-4646 or 1-877-633-3888, visit [Blackboard Support](#), or view the information in Student Help (in your Blackboard course) for more information on using Blackboard Learn.

Permissions

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This course may not be recorded (through video, audio, or photographs) without permission of the instructor.

Written Style Requirements

The Department of Psychology endorses the style of the American Psychological Association (APA) found in the *APA Publication Manual* (7th ed.). You can access information about the manual at the following website:

<http://www.apastyle.org> or visit the campus bookstore. All written assignments should be completed using a computer. All grammar and spelling should be checked and corrected.

Student Resources

[Consortium Library link](#)

[Disability Support Services \(DSS\)](#)

[Informational Technology \(IT\) Services](#)

[Learning Commons](#)

[UAA Care Team](#)

UAA provides mental health services to support the academic success of students. The [Student Health and Counseling Center](#) and the [Psychological Services Center](#) both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com.*

University Policies

[Academic Integrity](#)

[Incomplete Grades](#)

[Safety on Campus](#)

Title IX Statement

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

[Safety from Sexual Violence \(Title IX\)](#)

[Student Code of Conduct](#)

[Smoke and Tobacco-Free](#)

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage.



UAA College of
Arts and Sciences
UNIVERSITY of ALASKA ANCHORAGE

PSY A615 School Psychology in a Global Society:

Law, Ethics and Professionalism

Course Information

- Course Title: PSY A615: School Psychology in a Global Society: Law, Ethics and Professionalism
- CRN #:
- Credits: 3, Graded A-F
- Term:

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: Online synchronous sessions via Zoom
- Day and Time: Mondays 4:30 – 6:00 pm + 1 hour asynchronous

Catalog Course Description

Introduces legal and ethical practices in the field of school psychology with a focus on using legal and ethical practices in the field of school psychology with a focus on using an ethical decision-making model that supports socially just practice. Discusses special education law, and the professionalism of school psychologists using the National Association of School Psychologists (NASP) Professional Standards and NASP Principles for Professional Ethics.

Registration Restriction: Admitted to the Specialist in School Psychology degree and graduate standing.

Student Learning Outcomes

1. Explain legal and ethical issues in the education of students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 505.
2. Identify important trends in education laws and policies, including the role of school psychology within special education.
3. Access and appraise recent legal decisions affecting special education in public school settings.

4. Apply the ethical decision making model to case examples using the NASP Principles for Professional Ethics.
5. Appraise legal and ethical issues in psychoeducational assessment and in the delivery of school-based interventions and indirect services.
6. Reflect on one's own professional competencies and characteristics needed for effective practice as a school psychologist.

Primary NASP Domains Addressed

- Domain 10: Legal, Ethical, and Professional Practice*

Course Design

This course has weekly synchronous sessions via Zoom plus one hour per week of asynchronous learning content and uses Blackboard as a Learning Management System. This course requires additional time of student engagement to complete readings, projects, research, and other assignments. Time expectations for higher education courses are typically three hours outside of class time per week per credit hour, thus 9 hours of outside class time per week is expected. This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts:

- Harrison, S. L., Proctor, S. L., & Thomas, A. (2023). *Best practices in School Psychology* (7th ed.). NASP
- Jacob, S., Decker, D. M., Lugg, E. T., & Diamond, E. L. (2022). *Ethics and law for school psychologists* (8th ed.). Wiley.
- Jacob, S., Williams, B. B., & Armestead, L. (2021). *Professional ethics for school psychologists: A problem-solving model casebook* (3rd ed.). National Association of School Psychologists.

Required Readings:

- Ayanwale, M.A., Samusi, I.T., Adelman, O.P., Aruleba, K.D., Oyelere, S.S. (2022). Teachers' readiness and intention to teach artificial intelligence in schools." *Computers and education. Artificial intelligence* 3 (2022): 100099. <https://doi.org/10.1016/j.caeai.2022.100099>
- Gonzalez, J. E., Durán, L., Linan-Thompson, S., & Jimerson, S. R. (2022). Unlocking the Promise of multitiered systems of support (MTSS) for linguistically diverse students: Advancing science, practice, and equity. *School Psychology Review*, 51(4), 387-391.
- Hosseini, M., & Horbach, S. P. J. M. (2023). Fighting reviewer fatigue or amplifying bias? Considerations and recommendations for use of ChatGPT and other large language models in scholarly peer review. *Research Integrity and Peer Review*, 8(1), 4–4. <https://doi.org/10.1186/s41073-023-00133-5>
- National Association of School Psychologists (2020). *NASP practice model implementation guide*. <https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide>
- National Association of School Psychologists (2024). *Resolving complaints*. <https://www.nasponline.org/standards-and-certification/professional-ethics/resolving-complaints>
- National Association of School Psychologists (2020). *The professional standards of the National Association of School Psychologists*. <https://www.nasponline.org/standards-and-certification/nasp-practice-model>.

State of Alaska. (2018). Code of ethics of the education profession. <https://education.alaska.gov/ptpc/pdf/Code-of-ethics-fullpage.pdf>

State of Alaska Department of Education and Early Development. (n.d.a). Notice of procedural safeguards: Parental rights for special education. <https://www.asdk12.org/cms/lib/AK02207157/Centricity/ModuleInstance/31752/Procedural-Safeguards.pdf>

State of Alaska Department of Education and Early Development. (2020, February). *Guidance for special education personnel: Selected regulations and information regarding Alaska special education.* https://education.alaska.gov/Media/Default/static/covid/AK_SPED_Handbook.pdf

Course Calendar/Schedule

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard. Weekly reminders:

Week/ Date	Topic	Readings	Activities/Assignments
Week 1 (Dates)	The History of school psychology ethics	Jacob et al., 2021, Introduction and Part 1 Jacob et al., 2022, chapter 1	<input type="checkbox"/> Week 1 Module & Exit Ticket <input type="checkbox"/> Week 1 Activity posting
Week 2	Ethical codes that guide professional practice in school psychology	Jacob et al., 2022, Appendices A, B NASP Standards, 2020 State of Alaska, 2018	<input type="checkbox"/> Week 2 Module & Exit Ticket <input type="checkbox"/> Week 2 Exit Ticket <input type="checkbox"/> Week 2 Activity posting
Week 3	Legal connections to professional ethics	Jacob et al., 2022, chapter 2	<input type="checkbox"/> Week 3 Module & Exit Ticket <input type="checkbox"/> Week 3 Activity posting
Week 4	Education law: Statutes and regulations (i.e., Alaska, federal, procedural safeguards)	Alaska DEED, n.d. Alaska DEED, 2020 Jacob et al., 2022, chapters 4	<input type="checkbox"/> Week 4 Module & Exit Ticket <input type="checkbox"/> Week 4 Activity posting <input type="checkbox"/> Legal Case Analysis
Week 5	Educational law continued: IDEA	Jacob et al., 2022, chapter 5	<input type="checkbox"/> Week 5 Module & Exit Ticket <input type="checkbox"/> Week 5 Activity Posting
Week 6	Broad themes in professional ethics	Jacob et al., 2021, Part 2, pp. 23-28 Jacob et al., 2022, chapter 3	<input type="checkbox"/> Week 6 Module & Exit Ticket <input type="checkbox"/> Week 6 Activity posting
Week 7	Respecting the Dignity and Rights of all Persons	Jacob et al., 2021, Part 2, pp. 29-54 Jacob et al., 2022, chapter 6	<input type="checkbox"/> Week 7 Module & Exit Ticket <input type="checkbox"/> Week 7 Activity posting <input type="checkbox"/> NASP Ethics Analysis
Week 8	Professional Competence and Responsibility Honesty and Integrity in Professional Relationships	Jacob et al., 2021, Part 2, pp. 55-111 Jacob et al., 2022, chapters 7, 8	<input type="checkbox"/> Week 8 Module & Exit Ticket <input type="checkbox"/> Week 8 Activity positing <input type="checkbox"/> Ethical Case Simulation
Week 9	Responsibility to schools, families, communities, the profession, and society	Jacob et al., 2021, Part 2, pp. 112-138 Jacob et al., 2022, chapter 9	<input type="checkbox"/> Week 9 Module <input type="checkbox"/> Week 9 Exit Ticket <input type="checkbox"/> Week 9 Activity posting
Week 10	Ethical problem solving methods	Jacob et al., 2021, Part 3, pp. 139-152	<input type="checkbox"/> Week 10 Module <input type="checkbox"/> Week 10 Exit Ticket <input type="checkbox"/> Week 10 Activity posting <input type="checkbox"/> Ethics Simulation Reflection

Week/ Date	Topic	Readings	Activities/Assignments
Week 11	Privacy, informed consent, confidentiality and record keeping	Jacob et al., 2022, chapter 3 Alaska DEED, 2020	<input type="checkbox"/> Week 11 Module <input type="checkbox"/> Week 11 Exit Ticket <input type="checkbox"/> Week 11 Activity posting
Week 12	Ethics and research	Jacob et al., 2022, chapters 10	<input type="checkbox"/> Week 12 Module <input type="checkbox"/> Week 12 Exit Ticket <input type="checkbox"/> Week 12 Activity posting
Week 13	Ethics and the NASP Practice Model	Jacob et al., 2021, Part 4, pp. 153-158 & part 5 NASP Practice Model Implementation Guide	<input type="checkbox"/> Week 13 Module <input type="checkbox"/> Week 13 Exit Ticket <input type="checkbox"/> Week 13 Activity posting <input type="checkbox"/> Comparison of Alaska Educator and NASP Ethics
Week 14	The role of ethics in supervision of school psychologists	Jacob et al., 2022, chapters 11, 12	<input type="checkbox"/> Week 14 Module <input type="checkbox"/> Week 14 Exit Ticket <input type="checkbox"/> Week 14 Activity posting
Week 15	Legal procedures to address ethics complaints	State of Alaska, 2018 NASP Complaint Procedure	<input type="checkbox"/> Week 15 Module <input type="checkbox"/> Week 15 Exit Ticket <input type="checkbox"/> Week 15 Activity posting
Week 16 <i>Finals Week</i>	Final projects	None	<input type="checkbox"/> Ethics Case Study

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are on Blackboard.

Assignments	Description	Points	Due Date
Attendance	Students will attend scheduled synchronous online and the on-campus weekend class sessions.	10 points x 15 weeks = 150	Weekly
Weekly Modules + Exit Ticket	Students complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion.	5 points each x 15 weeks = 75	Weekly
Weekly Activities	Students will complete a weekly activity linked to course content, which will include either a responses to questions posted online in the Learning Management System (LMS) or completion of an interactive activity linked with course content	5 points each x 15 weeks = 75	Weekly
Legal Case Analysis	Students will select a legal case (case law finding) related to school psychology and analyze its implications for ethical practice.	100	Week 4
NASP Ethics Analysis	Students will select one section of the NASP Ethics and analyze how it does or does not address the rights of students from diverse backgrounds.	150	Week 6
Ethics Case Simulation	Students will be assigned a role in a mock situation involving NASP professional ethics and the instructional needs of a student and portray that role in a simulation meeting.	100	Week 8

Assignments	Description	Points	Due Date
Ethics Simulation Reflection	Students will write a reflection paper about the ethics case simulation.	50	Week 10
Comparison of Alaska Educator and NASP Ethics	Students will select a topic covered in both the Alaska Educator and NASP ethics and write a paper that explains how the two sets of ethics are similar and/or different.	150	Week 13
Ethics Case Study	Students will be given a summary of a school-based situation involving a possible ethical violation and write a detailed case study that identifies all NASP Standards involved, the steps recommended to resolve the situation, and recommendations for follow-up steps.	200	Week 16
TOTAL Points		1000	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 1000
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

Assignment Details

- A. **Weekly Modules + Exit Ticket.** (15 x 5 = 75 points). Students complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion.

Scoring Rubric for Weekly Modules + Exit Ticket

Points				
Exit Ticket	No exit ticket was submitted	Exit ticket is incomplete	Exit ticket is complete and reflects partial understanding from the module assignment	Exit ticket is complete and reflects accurate details from the module assignment
<i>Points</i>	0	1	2	3
Timeliness	Exit ticket was 7 or more days late.		Exit ticket was no more than 4 days late.	Exit ticket was on time.
<i>Points</i>	0		1	2
TOTAL	5			

- B. **Weekly Activities.** (15 x 5 = 75 points) Students will complete a weekly activity linked to course content, which will include either a responses to questions posted online in the Learning Management System (LMS) or completion of an interactive activity linked with course content

Scoring Rubric for Weekly Activities

Points		
Exit Ticket	Weekly activity not completed	Weekly activity completed
<i>Points</i>	0	3
Timeliness	Activity completed after deadline	Activity completed on time
<i>Points</i>	0	2
TOTAL	5	

- C. **Legal Case Analysis.** (100 points) Students will select a legal case (case law finding) related to school psychology from a list provided and analyze its implications for ethical practice, including

1. Legal case name and year decided;
2. Jurisdiction in which the case was decided;
3. Names of plaintiffs and defendants;
4. Circumstances and events leading to the case (what happened);
5. Legal basis for complaint (what law or rule was claimed to have been violated);
6. Court decision; and
7. Ethical implications of the court's decision.

Scoring Rubric for Legal Case Analysis

Points			
Case and Year	Neither the Legal case name nor year of decision are included	Legal case name or year of decision are included	Legal case name and year of decision are included
<i>Points</i>	0	3	5
Jurisdiction	Jurisdiction in which the case was decided is not included	Jurisdiction in which the case was decided is included	
<i>Points</i>	3	5	
Plaintiffs and Defendants	Neither the names of plaintiffs nor defendants are included	Complete names of plaintiffs or defendants are included	Complete names of plaintiffs and defendants are included
<i>Points</i>	0	5	10
Events	Circumstances and events leading to the case are not included	Circumstances and events leading to the case are partially described	Circumstances and events leading to the case are described in detail
<i>Points</i>	0	10	20
Legal Basis	Legal basis for complaint is not included	Legal basis for complaint is partially explained	Legal basis for complaint is explained in detail
<i>Points</i>	0	10	20
Decision	The court's decision is not included	The court's decision is partially explained	The court's decision is explained in detail
<i>Points</i>	0	10	20
Ethical Implications	The ethical implications of the court's decision are not included	The ethical implications of the court's decision are explained	The ethical implications of the court's decision are explained in relation to educational effects on all students, including those from culturally and linguistically diverse backgrounds
<i>Points</i>	0	10	20
TOTAL		100	

E. **NASP Ethics Analysis.** (150 points) Students will select one section of the NASP Ethics and analyze how it does or does not address the rights of students from diverse backgrounds. The paper will include the following sections:

1. Number and name of the NASP ethics section;
2. School psychology practices covered by the section;
3. Description and analysis of how the ethical components in the section do or do not address the needs of students from diverse backgrounds; and
4. A reflection on what was learned from this assignment.

Scoring Rubric for NASP Ethics Analysis

Points				
Section of Ethics	Neither the number nor name of the NASP ethics section are included		Number or name of the NASP ethics section are included	Number and name of the NASP ethics section are included
<i>Points</i>	0		5	10
Practices Covered	School psychology practices covered by the section are not included	School psychology practices covered by the section are listed but not explained		School psychology practices covered by the section are listed and explained in detail
<i>Points</i>	0	15		30
Rights of Diverse Students	There is not description and analysis of how the ethical components in the section do or do not address the needs of students from diverse backgrounds	There 1 paragraph covering a description and analysis of how the ethical components in the section do or do not address the needs of students from diverse backgrounds	There are 2 paragraphs covering a description and analysis of how the ethical components in the section do or do not address the needs of students from diverse backgrounds	There are 3 or more paragraphs covering a description and analysis of how the ethical components in the section do or do not address the needs of students from diverse backgrounds
<i>Points</i>	0	25	75	100
Reflection	There is not a reflection on what was learned from this assignment		There is at least one paragraph with a reflection on what was learned from this assignment	
<i>Points</i>	0		10	
TOTAL			100	

F. **Ethics Case Simulation.** (100 points) Students will be assigned a role in a mock simulation involving NASP professional ethics and the instructional needs of a student and portray that role in a mock case meeting by:

1. Preparing for the role in advance of the simulation;
2. Identifying and describing the ethical problems in the situation;

3. Offering and explaining recommended next steps that are in the student's best interest;
4. Interacting in a professional manner with other students participating in the simulation.

Scoring Rubric for Ethics Case Simulation

Points			
Preparation	The student was not prepared for the role in advance of the simulation	The student was partially prepared for the role in advance of the simulation	The student was fully prepared for the role in advance of the simulation
Points	0	15	30
Ethical problems	The student neither identified nor described the ethical problems in the situation during the simulation	The student named but did not describe the ethical problems in the situation during the simulation	The student identified and described the ethical problems in the situation during the simulation
Points	0	15	30
Next Steps	The student did not recommend next steps that are in the mock student's best interest	The student recommended but did not explain the reasons for next steps that are in the mock student's best interest	The student recommended and explained the reasons for next steps that are in the mock student's best interest
Points	0	15	30
Professionalism	The student demonstrated nonprofessional behaviors during the simulation	The student interacted in a professional manner with others participating in the simulation	
Points	0	10	
TOTAL	100		

G. **Ethics Simulation Reflection.** (50 points) Students will write a reflection paper about the ethics case simulation that includes:

1. Assigned simulation name and role;
2. Description of the ethical problem included in the simulation as well as the NASP ethical standards that apply to the problem;
3. Description of simulation events from assigned role's perspective;
4. Description of ethical decision-making steps used during the simulation;
5. Analysis of how well the simulation addressed and resolved the ethical problem according to NASP's ethical standards.

Scoring Rubric for Ethics Simulation Reflection

Points			
Name and Role	Neither the assigned simulation name nor role provided	Assigned simulation name or role provided	Assigned simulation name and role provided
Points	0	1	2
Ethical problems	There is neither a description of the ethical problem included in the simulation nor the NASP ethical standards that apply to the problem	There is a description of the ethical problem included in the simulation or the NASP ethical standards that apply to the problem	There is a description of the ethical problem included in the simulation as well as the NASP ethical standards that apply to the problem
Points	0	10	10
Simulation Events	There is no description of simulation events from assigned role's perspective	There is a partial description of simulation events from assigned role's perspective	There is a complete description of simulation events from assigned role's perspective
Points	0	10	10
Decision Making	There is no description of the ethical decision-making steps used during the simulation	There is a description of some of the ethical decision-making steps used during the simulation	There is a description of all the ethical decision-making steps used during the simulation
Points	0	10	10
Analysis	No analysis of how well the simulation addressed and resolved the ethical problem according to NASP's ethical standards is provided	There is 1 paragraph with analysis of how well the simulation addressed and resolved the ethical problem according to NASP's ethical standards	There are 2 or more paragraphs with analysis of how well the simulation addressed and resolved the ethical problem according to NASP's ethical standards
Points	0	9	18
TOTAL		50	

H. **Comparison of Alaska Educator Ethics and NASP Standards.** (150 points) Students will select a topic covered in both the Alaska Educator and NASP ethics and write a paper that explains how the two sets of ethics are similar and/or different and includes the following:

1. Numbers and name of the Alaska and NASP ethics sections included in the comparison;
2. Description of the school psychology practices covered in the selected Alaska Educator Ethics section;
3. Description of the school psychology practices covered in the selected NASP Standards section;
4. Description and analysis of how the selected sections of the Alaska Educator Ethics and NASP Standards are similar or different; and
5. A reflection on what was learned from this assignment.

Scoring Rubric for Comparison of Alaska Educator Ethics and NASP Standards

Points				
Section of Alaska Educator Ethics	Neither the number nor name of the Alaska Educator Ethics section are included		Number or name of the Alaska Educator Ethics section are included	Number and name of the Alaska Educator Ethics section are included
Points	0		5	10
Section of NASP Standards	Neither the number nor name of the NASP Standards section are included		Number or name of the NASP Standards section are included	Number and name of the NASP Standards section are included
	0		5	10
Alaska Ethics Practices Covered	School psychology practices covered by the section are not included		School psychology practices covered by the section are listed but not explained	School psychology practices covered by the section are listed and explained in detail
Points	0		10	20
NASP Standards Practices Covered	School psychology practices covered by the section are not included		School psychology practices covered by the section are listed but not explained	School psychology practices covered by the section are listed and explained in detail
Points	0		10	20
Description and Analysis	There is no description and analysis that explains how the Alaska Ethics and NASP Standards are similar and/or different	There is 1 paragraph with a description and analysis that explains how the Alaska Ethics and NASP Standards are similar and/or different	There are 2 paragraphs with a description and analysis that explains how the Alaska Ethics and NASP Standards are similar and/or different	There are 3 or more paragraphs with a description and analysis that explains how the Alaska Ethics and NASP Standards are similar and different
Points	0	25	50	75
Reflection	There is not a reflection on what was learned from this assignment		There is at least one paragraph with a reflection on what was learned from this assignment	
Points	0		15	
TOTAL	150			

- I. **Ethics Case Study.** (200 points) Students will be given a summary of a school-based situation involving a possible ethical violation and write a detailed case study that includes:

1. Type of ethical violation
2. The people involved
3. All NASP Standards involved
4. The steps recommended to resolve the situation, and
5. Recommendations for follow-up steps (e.g., professional learning, report to licensing office, legal action).

Scoring Rubric for Ethics Case Study

Points				
Violation	There is no information about the type of violation	There is at least 1 sentence that summarizes the facts of the ethical situation	There is at least 1 paragraph that partially summarizes the facts of the ethical situation	There is at least 1 paragraph that accurately summarizes the facts of the ethical situation and indicates the type of violation.
<i>Points</i>	0	15	20	25
People	Neither the people nor their roles are included	There is a listing of all the people involved in the situation	There is a partial listing of all the people involved in the situation and their roles	There is a complete listing of all the people involved in the situation and their roles
<i>Points</i>	0	15	20	25
NASP Standard(s)	No information about the relevant NASP standards is included	The specific number(s) or section title(s) for the NASP standard(s) is/are included	The specific number(s) and section title(s) for the NASP standard(s) is/are included	The specific number(s) and section title(s) for the NASP standard(s) is/are included and accurate
<i>Points</i>	0	15	20	25
Steps	There is explanation of no more than 3 of the following steps: 1. Description 2. Guidelines 3. Factors 4. Supervision 5. Rights/Welfare 6. Alternatives 7. Consequences 8. Action	There is a detailed and accurate explanation of 4 of the following steps: 1. Description 2. Guidelines 3. Factors 4. Supervision 5. Rights/Welfare 6. Alternatives 7. Consequences 8. Action	There is a detailed and accurate explanation of 6 of the following steps: 1. Description 2. Guidelines 3. Factors 4. Supervision 5. Rights/Welfare 6. Alternatives 7. Consequences 8. Action	There is a detailed and accurate explanation of all the following steps: 1. Description 2. Guidelines 3. Factors 4. Supervision 5. Rights/Welfare 6. Alternatives 7. Consequences 8. Action
<i>Points</i>	0	50	75	100
Recommendations	No follow up recommendations are provided	There is 1 paragraph that provides details for recommended follow-up procedures	There are 2 paragraphs that provide details for recommended follow-up procedures	There are 3 or more paragraphs that provide details for recommended follow-up procedures
<i>Points</i>	0	15	20	25
TOTAL	200			

Course Policies

- a. Evaluation: Successful completion of all assignments.
- b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.
- c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely communication as well as preparation for class discussions and activities. Students may miss one class without point penalty or prior approval.

Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence in addition to the one missed class to be considered excused it will need to be properly documented and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day (other than the one missed class).

- d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. **Assignments can be submitted up to 1-week late for a 10% point penalty. Note that late submission of research proposal assignments will affect your feedback and subsequent submissions.** In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your assignment on time, please contact the instructor in advance to discuss the possibility of an extension.
- e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course.
- f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.
- g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

Email

I may be reached by email at **instructor email**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID **PSY A608**, your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage. In addition, if there are sudden changes in case of an unexpected disruption such as a natural disaster, health crisis, or emergency communication through Blackboard announcements or university email will occur.

Telephone

Email is the best method of communication for receiving and sending correspondence. I also recommend accessing Blackboard for announcements and information about this course.

Blackboard Learn

Blackboard is an Internet-based learning management system that provides student and faculty interaction. You will use Blackboard to gain access to the course materials, assignments, and other important items related to this course.

Blackboard is the tool used to obtain announcements, assignment criteria, course and class changes and updates, due dates, discussion forums, etc., as outlined in the syllabus. [Firefox](#) and [Chrome](#) are the recommended browsers to access Blackboard. You can access [Blackboard Learn](#) directly or from the [UAA website](#) Quick Links. Enter your username and password to see your courses in Blackboard.

For technical assistance, contact the UAA Call Center at 786-4646 or 1-877-633-3888, visit [Blackboard Support](#), or view the information in Student Help (in your Blackboard course) for more information on using Blackboard Learn.

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This course may not be recorded (through video, audio, or photographs) without permission of the instructor.

Written Style Requirements

The Department of Psychology endorses the style of the American Psychological Association (APA) found in the *APA Publication Manual* (7th ed.). You can access information about the manual at the following website:

<http://www.apastyle.org> or visit the campus bookstore. All written assignments should be completed using a computer. All grammar and spelling should be checked and corrected.

Student Resources

[Consortium Library link](#)

[Disability Support Services \(DSS\)](#)

[Informational Technology \(IT\) Services](#)

[Learning Commons](#)

[UAA Care Team](#)

UAA provides mental health services to support the academic success of students. The [Student Health and Counseling Center](#) and the [Psychological Services Center](#) both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com.*

University Policies

[Academic Integrity](#)

[Incomplete Grades](#)

[Safety on Campus](#)

[Title IX Statement](#)

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

[Safety from Sexual Violence \(Title IX\)](#)

[Student Code of Conduct](#)

[Smoke and Tobacco-Free](#)

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage.



**UAA College of
Arts and Sciences**
UNIVERSITY of ALASKA ANCHORAGE

PSY A618 School Psychology Assessment I: Culturally Inclusive Assessment with Children and Adolescents

Course Information

- Course Title: Assessment I: Culturally Inclusive Assessment with Children and Adolescents
- CRN #:
- Credits: 3, Graded A-F
- Term: Spring

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: Online synchronous sessions via Zoom and attendance for an on-campus weekend of instruction at the Anchorage campus
- Day and Time: Mondays 4:30 – 6:00 pm + 1 hour asynchronous

Catalog Course Description

Introduces culturally inclusive assessment practices in the evaluation, selection, administration, scoring, and interpretation of measures of academic, cognitive, and social-emotional functioning. Examines methods for diversifying assessment practices to include an understanding of individual, contextual, and systemic factors that influence learning and wellness. Covers theories and purposes of assessment, legal and ethical considerations, family partnerships during the assessment process, and application of the problem-solving approach for data-based decision making.

Registration Restriction: Admitted to the Specialist in School Psychology degree and graduate standing.

Course Prerequisite: PSY A615 with a minimum grade of B

Student Learning Outcomes

1. Demonstrate understanding of the basic principles of psychological measurement to assess student outcomes in relation to interventions and special education eligibility.
2. Evaluate the role of reliability, validity, and other psychometric properties as they relate to the use of standardized, norm-referenced assessments, and their appropriate use with students from diverse backgrounds.
3. Understand and use a culturally informed collaborative problem-solving model to provide the bases for legally defensible and ethical school-based assessments, including special education evaluations.
4. Understand and select culturally informed sources of information about student learning, behavior, and social emotional competence (e.g., record reviews, interviews, curriculum-based measures, and rating scales).
5. Address the importance of collaborating with family members during all phases of school-based assessment with respect, humility, compassion, openness, and curiosity.
6. With supervision, demonstrate use of culturally informed sources of information about student learning, behavior, and social emotional competence, and interpret results as part of data-based decisions within an MTSS.
7. With supervision, communicate assessment findings with family members, students, and teachers in culturally informed, professional, and collaborative ways.

Course Design

This course has weekly synchronous sessions via Zoom plus one hour per week of asynchronous course content, and one in-person, on-campus meeting. This course uses Blackboard Ultra as a Learning Management System. This course requires additional time of student engagement to complete readings, projects, research, and other assignments. Time expectations for higher education courses are typically three hours outside of class time per week per credit hour, thus 9 hours of outside class time per week is expected. This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts

- ☐ Chafouleas, S. M., Johnson, A. H., Riley-Tillman, T. C., & Lovino, E.A. (2021). *School-based behavioral assessment: Informing prevention and intervention* (2nd ed.). The Guilford Press.
- ☐ Harrison, P. L., Proctor, S. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology* (7th ed.). National Association of School Psychologists.
- ☐ Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A practical guide to curriculum-based measurement* (2nd ed.). Guilford Press.
- ☐ Wycoff, K., & Franzee, B. (2019). *Essentials of trauma-informed assessment and intervention in school and community settings*. Wiley Publishing.
- ☐ Ysseldyke, J.E., Chaparro, E.A., & VanDerHeyden, A.M. (2023). *Assessment in special and inclusive education* (14th ed.).

Required Readings (provided on Blackboard)

- ☐ Alaska Department of Education and Early Development. (2020, February). Guidance for special education personnel: Selected regulations and information regarding Alaska special education. https://education.alaska.gov/Media/Default/static/covid/AK_SPED_Handbook.pdf
- ☐ Fletcher, J. M., & Miciak, J. (2019). *The identification of specific learning disabilities: A summary of research on best practices*. Meadows Center for Preventing Educational Risk. <https://files.eric.ed.gov/fulltext/ED606380.pdf>

- Holman, A. R., D'Costa, S. & Janowitch, L. (2023). Toward equity in school-based assessment: Incorporating collaborative/therapeutic techniques to redistribute power. *School Psychology Review*, 52(5), 534-547, DOI: 10.1080/2372966X.2021.1997060
- Rasooli, A., Zandi, H., & DeLuca, C. (2023) Measuring fairness and justice in the classroom: A systematic review of instruments' validity evidence. *School Psychology Review*, 52:5, 639-664, DOI: 10.1080/2372966X.2021.2000843
- Silva, M. R., Collier-Meek, M. A., Coddington, R. S., Kleinert, W. L., & Feinberg, A. (2021). Data collection and analysis in response-to-intervention: A survey of school psychologists. *Contemporary School Psychology*, 25, 554-571.
- Stiggins, R. (2005). From formative assessment to assessment FOR learning: A path to success in standards-based schools. *Phi Delta Kappan*, 87, 324-328.
- VanDerHeyden, A. M., & Burns, M. K. (2018). Improving decision making in school psychology: Making a difference in the lives of students, not just a prediction about their lives. *School Psychology Review*, 47(4), 385-395.

Course Calendar/Schedule

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard. Weekly reminders:

Week/ Date	Topic	Readings (complete prior to class meeting)	Activities/Assignments
Week 1 (Dates)	History of school-based assessment practices	Silva et al. (2021) Stiggins (2005) Ysseldyke et al., 2023, chapter 1	<input type="checkbox"/> Week 1 Module <input type="checkbox"/> Week 1 Exit Ticket <input type="checkbox"/> Week 1 Activity Posting
Week 2	Problem Solving and Assessment for Intervention	Holman et al., (2023) VanDerHeyden & Burns (2018)	<input type="checkbox"/> Week 2 Module <input type="checkbox"/> Week 2 Exit Ticket <input type="checkbox"/> Week 2 Activity Posting
Week 3	Sources of information	Rasooli et al. (2023) Ysseldyke et al., 2023, chapter 2	<input type="checkbox"/> Week 3 Module <input type="checkbox"/> Week 3 Exit Ticket <input type="checkbox"/> Week 3 Activity Posting
Week 4	Legal Requirements	Alaska Department of Education and Early Development (2020), pp 17-40 Harrison et al. (2023), chapter 21 Ysseldyke et al., 2023, chapter 3	<input type="checkbox"/> Week 4 Module <input type="checkbox"/> Week 4 Exit Ticket <input type="checkbox"/> Week 4 Activity Posting <input type="checkbox"/> Parent interview
Week 5	Conducting a record review	Harrison et al. (2023), chapter 5	<input type="checkbox"/> Week 5 Module <input type="checkbox"/> Week 5 Exit Ticket <input type="checkbox"/> Week 5 Activity Posting <input type="checkbox"/> Permission/assent forms
Week 6	Assessment of Diverse Learners	Harrison et al. (2023), chapters 10 & 11 Ysseldyke et al., 2023, chapter 6	<input type="checkbox"/> Week 6 Module <input type="checkbox"/> Week 6 Exit Ticket <input type="checkbox"/> Week 6 Activity Posting <input type="checkbox"/> Observe in a classroom
Week 7	Conducting culturally affirming interviews	Wycoff & Franzee (2019)	<input type="checkbox"/> Week 7 Module <input type="checkbox"/> Week 7 Exit Ticket <input type="checkbox"/> Week 7 Activity Posting
Week 8	Conducting culturally affirming social-	Harrison et al. (2023), chapters 9, 19, & 21	<input type="checkbox"/> Week 8 Module <input type="checkbox"/> Week 8 Exit Ticket

Week/ Date	Topic	Readings (complete prior to class meeting)	Activities/Assignments
	emotional behavior assessments		<input type="checkbox"/> Week 8 Activity Posting <input type="checkbox"/> Practice reading CBM
Week 9	Reading CBM	Acadience reading manual Hosp, Hosp, & Howell (2016), chapters 1, 2, 3, & 4	<input type="checkbox"/> Week 9 Module <input type="checkbox"/> Week 9 Exit Ticket <input type="checkbox"/> Week 9 Activity Posting <input type="checkbox"/> Practice math CBM
Week 10	Math CBM	Acadience math manual Harrison et al. (2023), chapter 7 & 8 Hosp, Hosp, & Howell (2016), chapters 7 & 8	<input type="checkbox"/> Week 10 Module <input type="checkbox"/> Week 10 Exit Ticket <input type="checkbox"/> Week 10 Activity Posting <input type="checkbox"/> Practice writing CBM
Weeks 11 & 12 on campus weekend	Writing CBM	Hosp, Hosp, & Howell (2016), chapters 6 & 7	<input type="checkbox"/> Weekend Module <input type="checkbox"/> Weekend Exit Ticket <input type="checkbox"/> Weekend Activity Posting <input type="checkbox"/> Reading and math CBM due
Week 13	Adaptive assessments	Ysseldyke et al., chapter 18	<input type="checkbox"/> Week 13 Module <input type="checkbox"/> Week 13 Exit Ticket <input type="checkbox"/> Week 13 Activity Posting <input type="checkbox"/> Writing CBM due
Week 14	Evaluating and interpreting results for data-based decision making	Miciak & Fletcher (2019) Hosp, Hosp, & Howell, chapter 10	<input type="checkbox"/> Week 14 Module <input type="checkbox"/> Week 14 Exit Ticket <input type="checkbox"/> Week 14 Activity Posting <input type="checkbox"/> Sample ESER <input type="checkbox"/> CBM Report due
Week 15	Explaining evaluation results	Harrison et al. (2023), chapters 13 & 24 Ysseldyke et al., 2023, chapters 20 & 21	<input type="checkbox"/> Week 15 Module <input type="checkbox"/> Week 15 Exit Ticket <input type="checkbox"/> Week 15 Activity Posting <input type="checkbox"/> Study for final exam <input type="checkbox"/> Rating scale review and analysis due
Week 16 Finals Week	Review	Review all assigned readings	<input type="checkbox"/> Final Exam

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are on Blackboard.

Assignments	Description	Points	Due Date
Attendance	Students will attend scheduled synchronous online and the on-campus weekend class sessions.	10 points x 15 weeks = 150	Weekly
Weekly Modules + Exit Ticket	Students complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion.	5 points each x 15 weeks = 75	Weekly
Weekly Activities	Students will complete a weekly activity linked to course content, which will include either a responses to questions posted online in the Learning Management System (LMS) or completion of an interactive activity linked with course content	5 points each x 15 weeks = 75	Weekly
Interview parent of child with IEP	Students will interview a parent of an Alaska child with an IEP using the questions posted online and write a report summarizing and analyzing the parent's experiences. This will be conducted within the field placement setting. Includes 5 hours of field experience.	150	Week 4
Parent Permission and Child Assent	Students will submit signed parent permission and child assent for participation in practice curriculum-based measurement activity.	50	Week 5
Reading Curriculum-Based Measurement	Students will administer and score a practice assessment of assigned Acadience curriculum-based measures of reading with a school-age student. This will be conducted within the field placement setting. Includes 5 hours of field experience.	50	Week 11
Math Curriculum-Based Measurement	Students will administer and score a practice assessment of assigned Acadience curriculum-based measures of math with a school-age student. This will be conducted within the field placement setting. Includes 5 hours of field experience.	50	Week 11
Writing Curriculum-Based Measurement	Students will administer and score a practice assessment of curriculum-based measures of writing with a school-age student. This will be conducted within the field placement setting. Includes 5 hours of field experience.	50	Week 12
CBM Report	Students will write a summary report of student performance on the reading, math, and writing CBM.	50	Week 14
Behavior Rating Scale Review and Analysis	Students will select, review, and analyze a behavior rating scale.	100	Week 15
Final Exam	Students will complete a take-home final essay examination	200	Week 16
TOTAL Points		1000	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 1000
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

Assignment Details

- A. Weekly Modules + Exit Ticket.** (15 x 5 = 75 points). Students complete 1-hour of asynchronous material each week and complete a short exit ticket to document completion.

Scoring Rubric for Weekly Modules + Exit Ticket

Points				
Exit Ticket	No exit ticket was submitted	Exit ticket is incomplete	Exit ticket is complete and reflects partial understanding from the module assignment	Exit ticket is complete and reflects accurate details from the module assignment
Points	0	1	2	3
Timeliness	Exit ticket was 7 or more days late.		Exit ticket was no more than 4 days late.	Exit ticket was on time.
Points	0		1	2
TOTAL	5			

- B. Weekly Activities.** (15 x 5 = 75 points) Students will complete a weekly activity linked to course content, which will include either a responses to questions posted online in the Learning Management System (LMS) or completion of an interactive activity linked with course content

Scoring Rubric for Weekly Activities

Points		
Exit Ticket	Weekly activity not completed	Weekly activity completed
Points	0	3
Timeliness	Activity completed after deadline	Activity completed on time
Points	0	2
TOTAL	5	

C. Parent Interview. (150 points). Each student will interview a parent (or guardian) of a child with an IEP using the following questions and write a report summarizing and analyzing the parent's experiences.

1. When was your child first referred to special education?
2. Who made the referral?
3. What were the concerns that led to the referral?
4. What is your child's special education eligibility category?
5. What assessment procedures were used as part of the comprehensive evaluation for your child? (if needed, prompt with the following)
 - a. Were you interviewed?
 - b. Were the teachers interviewed?
 - c. Were prior school records reviewed?
 - d. Was your child observed in the classroom?
 - e. Were individualized tests administered?
 - f. Were there other assessments used?
6. What services and specially designed instruction is included in your child's IEP?
7. How often does the teacher or another person from the school provide updates on your child's progress?
8. How helpful is your child's IEP in meeting their learning needs?
9. What else do you wish the school team knew about your child?
10. What, if any, other information about your experiences with special education services would you like to share?

Scoring Rubric for Parent Interview

Criteria		
Student's age	The student's current age is not listed at the top of the report	The student's current age is listed at the top of the report
Points	0	10
Student's grade	The student's current grade is not listed at the top of the report	The student's current grade is listed at the top of the report
Points	0	10
Interview questions	The interview questions and the parent's answers are not included in the report	The interview questions and the parent's answers are included in the report
Points	0	50
Analysis	There is no analysis of the parent's answers.	There are two or more paragraphs that analyze the parent's answers in relation to Alaska legal requirements for special education comprehensive evaluations
Points	0	50
Field Hours	The field experience spreadsheet is not completed	The student recorded the total hours spent and reflection on conducting the interview in the field experience spreadsheet
Points	0	10
Reflection	There is not a reflection paragraph	There is at least one paragraph that explains what was learned from the interview and what additional questions remain.
Points	0	20
TOTAL	150	

- C. Parent Permission and Student Assent Forms.** (50 points) Students will obtain and submit both parent permission and child assent for a school-age student (ages 5-18) who will complete the practice curriculum-based measures. **These forms *must* be completed and submitted prior to conducting practice assessments.** Both parent permission and child assent are required. Use the child assent form that matches the child's age.

Scoring Rubric for Parent Permission and Student Assent Forms

Permission Forms	The parent permission and student assent forms are not submitted or they do not include all required information	All pages of the parent permission and student assent forms are submitted and include all required information
Points	0	50

- D. Reading Curriculum-Based Measurement.** (50 points). Each student will conduct a practice administration of the following Acadience reading CBMs:

1. First Sound Fluency
2. Phoneme Segmentation Fluency
3. Nonsense Word Fluency
4. Oral Reading Fluency

The required information to be included on the practice protocol is:

1. Total items attempted
2. Number of errors
3. Number correct

Scoring Rubric for Acadience Reading

Criteria		
Completed Protocol	All pages of the test protocol that were administered are not submitted as a digital PDF file	All pages of the test protocol that were administered are submitted as a digital PDF file
Points	0	2
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol	A pseudonym for the practice student is on the protocol
Points	0	2
TOTAL ITEMS ATTEMPTED	The correct number of items attempted by the student is not provided	The correct number of items attempted by the student is provided
First Sound Fluency	0	3
Phoneme Segmentation Fluency	0	3
Nonsense Word Fluency	0	3
Oral Reading Fluency	0	3
ERRORS	The number of errors by the student is not provided	The number of errors by the student is not provided
First Sound Fluency	0	3
Phoneme Segmentation Fluency	0	3
Nonsense Word Fluency	0	3
Oral Reading Fluency	0	3
TOTAL CORRECT	The total correct items is not provided	The total correct items is provided
First Sound Fluency	0	3
Phoneme Segmentation Fluency	0	3
Nonsense Word Fluency	0	3
Oral Reading Fluency	0	3
TOTAL		50

E. Math Curriculum-Based Measurement. (50 points). Each student will conduct a practice administration of the following Acadience math CBMs:

1. Beginning Quantity Discrimination
2. Number Identification Fluency
3. Next Number Fluency
4. Advanced Quantity Discrimination
5. Missing Number Fluency
6. Computation

The required information to be included on the practice protocol is:

- A. Total items attempted
- B. Number of errors
- C. Number correct

Scoring Rubric for Acadience Math

Criteria		
Completed Protocol	All pages of the test protocol that were administered are not submitted as a digital PDF file	All pages of the test protocol that were administered are submitted as a digital PDF file
Points	0	1
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol	A pseudonym for the practice student is on the protocol
Points	0	1
TOTAL ITEMS ATTEMPTED	The correct number of items attempted by the student is not provided	The correct number of items attempted by the student is provided
Beginning QD	0	3
Number Identification	0	3
Next Number	0	3
Advanced QD	0	3
Missing Number	0	3
Computation	0	3
ERRORS	The number of errors by the student is not provided	The number of errors by the student is not provided
Beginning QD	0	3
Number Identification	0	3
Next Number	0	3
Advanced QD	0	3
Missing Number	0	3
Computation	0	3
TOTAL CORRECT	The total correct items is not provided	The total correct items is provided
Beginning QD	0	3
Number Identification	0	3
Next Number	0	3
Advanced QD	0	3
Missing Number	0	3
Computation	0	3
TOTAL	50	

F. Writing Curriculum-Based Measurement. (50 points). Each student will conduct a practice administration of writing CBM and score it using the following metrics:

1. Total words written
2. Words spelled correctly
3. Correct word sequences

The required information to be included on the practice protocol is:

4. Total items attempted
5. Number of errors
6. Number correct

Scoring Rubric for CBM Writing

Criteria		
Completed Protocol	All pages of the test protocol that were administered are not submitted as a digital PDF file	All pages of the test protocol that were administered are submitted as a digital PDF file
Points	0	3
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol	A pseudonym for the practice student is on the protocol
Points	0	2
TOTAL ITEMS ATTEMPTED	The correct number of items attempted by the student is not provided	The correct number of items attempted by the student is provided
Total Words Written	0	5
Words Spelled Correctly	0	5
Correct Word Sequences	0	5
ERRORS	The number of errors by the student is not provided	The number of errors by the student is not provided
Total Words Written	0	5
Words Spelled Correctly	0	5
Correct Word Sequences	0	5
TOTAL CORRECT	The total correct items is not provided	The total correct items is provided
Total Words Written	0	5
Words Spelled Correctly	0	5
Correct Word Sequences	0	5
TOTAL	50	

G. CBM Report (50 points). Students will write a summary report of student performance on the reading, math, and writing CBM. The report will follow a template posted by the instructor and analyze student scores in relation to available benchmarks and norms. The report will include the following:

1. Information about the practice student, including a pseudonym, birthdate, enrolled grade, and grade level of CBM items administered.
2. A table that summarizes the number of items attempted, errors, total number correct, and normative benchmark for all CBM reading subtests.
3. Narrative summary of CBM reading scores.
4. A table that summarizes the number of items attempted, errors, total number correct, and normative benchmark for all CBM math subtests.
5. Narrative summary of CBM math scores.
6. A table that summarizes the number of items attempted, errors, total number correct, and normative benchmark for all CBM writing scoring methods.
7. Narrative summary of CBM writing scores.
8. Overall summary of student's CBM performance compared with national benchmarks.
9. Recommendations for the student based on CBM scores.

Scoring Rubric for CBM Report

Criteria					
Practice student information	There are not any details about the practice student.	The report includes , including 1 of the following details about the practice student: • Pseudonym • Birthdate • Enrolled grade • Grade level of CBM items administered	The report includes , including 2 of the following details about the practice student: • Pseudonym • Birthdate • Enrolled grade • Grade level of CBM items administered	The report includes , including 3 of the following details about the practice student: • Pseudonym • Birthdate • Enrolled grade • Grade level of CBM items administered	The report includes , including all of the following details about the practice student: • Pseudonym • Birthdate • Enrolled grade • Grade level of CBM items administered
Points	0	4	6	8	10
Reading Summary Table	No table with the reading CBM data is provided	There is a table that includes the reading CBM number of items correct for: • First Sound Fluency • Phoneme Segmentation • Nonsense Words • Oral Reading fluency	There is a table that includes the reading CBM number of items attempted, or total number correct for: • First Sound Fluency • Phoneme Segmentation • Nonsense Words • Oral Reading fluency	There is a table that includes the reading CBM number of items attempted, errors, and total number correct, for: • First Sound Fluency • Phoneme Segmentation • Nonsense Words • Oral Reading fluency	There is a table that includes all of the following reading CBM number of items attempted, errors, total number correct, and normative benchmark for: • First Sound Fluency • Phoneme Segmentation • Nonsense Words • Oral Reading fluency
Points	0	2	3	4	5
Narrative summary of reading scores	No summary of reading CBM scores is provided.	There is at least one sentence that explains or interprets the student's scores on the reading CBM.		There is at least one paragraph that explains and interprets the student's scores on the reading CBM.	
Points	0	3		5	
Math Summary Table	No table with the math CBM data is provided	There is a table that includes the math CBM number of items correct for: • Beginning Quantity Discrimination • Number Identification Fluency • Next Number Fluency • Advanced Quantity Discrimination • Missing Number Fluency • Computation	There is a table that includes the math CBM number of items attempted, or total number correct for: • Beginning Quantity Discrimination • Number Identification Fluency • Next Number Fluency • Advanced Quantity Discrimination • Missing Number Fluency • Computation	There is a table that includes the math CBM number of items attempted, and errors for: • Beginning Quantity Discrimination • Number Identification Fluency • Next Number Fluency • Advanced Quantity Discrimination • Missing Number Fluency • Computation	There is a table that includes all of the following math CBM number of items attempted, errors, and total number correct for: • Beginning Quantity Discrimination • Number Identification Fluency • Next Number Fluency • Advanced Quantity Discrimination • Missing Number Fluency • Computation
Points	0	2	3	4	5
Narrative summary of math scores	No summary of math CBM scores is provided.	There is at least one sentence that explains or interprets the student's scores on the math CBM.		There is at least one paragraph that explains and interprets the student's scores on the math CBM.	
Points	0	3		5	
Writing Summary Table	No table with the writing CBM data is provided	There is a table that includes the writing CBM number of items correct for: • Total Words Written • Words Spelled Correctly • Correct Word Sequences	There is a table that includes the writing CBM number of items attempted, or total number correct for: • Total Words Written • Words Spelled Correctly • Correct Word Sequences	There is a table that includes the writing CBM number of items attempted, and errors for: • Total Words Written • Words Spelled Correctly • Correct Word Sequences	There is a table that includes all of the following writing CBM number of items attempted, errors, and total number correct for: • Total Words Written • Words Spelled Correctly • Correct Word Sequences • Benchmark for each score
Points	0	2	3	4	5
Narrative summary of writing scores	No summary of writing CBM scores is provided.	There is at least one sentence that explains or interprets the student's scores on the writing CBM.		There is at least one paragraph that explains and interprets the student's scores on the writing CBM.	
Points	0	3		5	
Summary	No summary is provided	There is at least one sentence that summarizes the student's CBM scores.		There is at least one paragraph that summarizes and compares the student's CBM scores with available normative benchmarks.	
Points	0	3		5	
Recommendations	No recommendations are provided.	There is one recommended next step based on the CBM screening data.	There are 2 recommended next steps based on the CBM screening data.	There are 3 recommended next steps based on the CBM screening data.	There are 4 or more recommended next steps based on the CBM screening data.
Points	0	2	3	4	5
TOTAL			50		

H. Behavior Rating Scale Review and Analysis (100 points). Students will select one of the following published, norm-referenced behavior rating scales, conduct a review of the items, read peer-reviewed articles about the rating scale, and write an analysis in relation to behavioral assessment of students from diverse cultural, linguistic, and ethnic backgrounds.

1. Achenbach System of Empirically-Based Assessment (ASEBA): Student
2. Behavior Assessment System for Children (BASC): Student
3. Conners Rating Scale: Student

The review and analysis will include the following information:

1. Description of rating scale (how was it developed? how many forms and items?)
2. Information about the normative sample (how many students? from what backgrounds?)
3. Types of scores
4. Reliability
5. Validity
6. External research evidence from two or more peer-reviewed articles
7. Appropriateness for use with students from diverse cultural, linguistic, and ethnic backgrounds
8. Overall recommendation

RUBRIC FOR BEHAVIOR RATING SCALE REVIEW AND ANALYSIS ON NEXT PAGE

Scoring Rubric for Behavior Rating Scale Review and Analysis

Criteria					
Description	There is no description of the rating scale.	There is a description of the rating scale that includes 1 of the following details: • Purpose • How items were developed • Number of items • Organization of the scale	There is a description of the rating scale that includes 2 of the following details: • Purpose • How items were developed • Number of items • Organization of the scale	There is a description of the rating scale that includes 3 of the following details: • Purpose • How items were developed • Number of items • Organization of the scale	There is a description of the rating scale that includes all of the following details: • Purpose • How items were developed • Number of items • Organization of the scale
Points	0	4	6	8	10
Normative Sample	There is no description of the normative sample.	There is at least one paragraph that describes the normative sample, including numbers for at least 1 of the following: • total number • gender • language • ethnicity • disability	There is at least one paragraph that describes the normative sample, including numbers for at least 2 of the following: • total number • gender • language • ethnicity • disability	There is at least one paragraph that describes the normative sample, including numbers for at least 3 of the following: • total number • gender • language • ethnicity • disability	There is at least one paragraph that describes the normative sample, including numbers for at least 4 of the following: • total number • gender • language • ethnicity • disability
Points	0	4	6	8	10
Types of Scores	There is no explanation of the scores.	There is at least one sentence that lists but does not explain the types of scores included in the rating scale.		There is at least one paragraph that lists and explains the types of scores included in the rating scale.	
Points	0	5		10	
Reliability	There is no description or evidence of reliability.	There is at least one paragraph that describes how reliability data were collected (no reliability statistics)		There is at least one paragraph that describes how reliability data were collected and including at least one reliability statistic.	
Points	0	5		10	
Validity	There is no description or evidence of validity.	There is at least one paragraph that describes how validity data were collected (no validity statistics)		There is at least one paragraph that describes how validity data were collected and including at least one reliability statistic.	
Points	0	5		10	
External Research Evidence	No information from peer reviewed articles is provided.	There is one paragraph that summarizes information from one peer-reviewed article that examined the psychometric properties of the rating scale.	There is one paragraph that summarizes information from two peer-reviewed articles that examined the psychometric properties of the rating scale.	There are two or more paragraphs that summarize information from at least two peer-reviewed articles that examined the psychometric properties of the rating scale.	There are two or more paragraphs that summarize information from at least two peer-reviewed articles that examined the psychometric properties of the rating scale including statistics documenting the scale's overall quality.
Points	0	5	10	15	20
Appropriateness	There is no analysis of appropriate use with diverse students.	There is a sentence that explains the types of students for whom the rating scale is appropriate.		There is at least one paragraph that analyzes the appropriateness of this rating scale for use with students from diverse cultural, linguistic, and ethnic backgrounds.	
Points	0	5		10	
Recommendation	There is no information about when the rating scale should be used.	There is at least one sentence that provides the reviewer's overall impressions or recommendations for use of the rating scale		There is at least one paragraph that provides the reviewer's overall impressions and recommendations for use of the rating scale	
Points	0	5		10	
TOTAL		100			

Course Policies

- a. Evaluation: Successful completion of all assignments.
- b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.
- c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely communication as well as preparation for class discussions and activities. Students may miss one class without point penalty or prior approval. Students must attend the on-campus weekend as part of class content in order to pass the class. Substantial circumstances may be discussed with the instructor, and may require re-taking the class.

Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence in addition to the one missed class to be considered excused it will need to be properly documented and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day (other than the one missed class).

- d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. **Assignments can be submitted up to 1-week late for a 10% point penalty.** In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your assignment on time, please contact the instructor in advance to discuss the possibility of an extension.
- e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course.
- f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.
- g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

Email

I may be reached by email at **instructor email**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID ([PSY A618]), your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage. In addition, if there are sudden changes in case of an unexpected disruption such as a natural disaster, health crisis, or emergency communication through Blackboard announcements or university email will occur.

Telephone

Email is the best method of communication for receiving and sending correspondence. I also recommend accessing Blackboard for announcements and information about this course.

Blackboard Learn

Blackboard is an Internet-based learning management system that provides student and faculty interaction. You will use Blackboard to gain access to the course materials, assignments, and other important items related to this course. Blackboard is the tool used to obtain announcements, assignment criteria, course and class changes and updates, due dates, discussion forums, etc., as outlined in the syllabus. [Firefox](#) and [Chrome](#) are the recommended browsers to access Blackboard. You can access [Blackboard Learn](#) directly or from the [UAA website](#) Quick Links. Enter your username and password to see your courses in Blackboard.

For technical assistance, contact the UAA Call Center at 786-4646 or 1-877-633-3888, visit [Blackboard Support](#), or view the information in Student Help (in your Blackboard course) for more information on using Blackboard Learn.

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This course may not be recorded (through video, audio, or photographs) without permission of the instructor.

Written Style Requirements

The Department of Psychology endorses the style of the American Psychological Association (APA) found in the *APA Publication Manual* (7th ed.). You can access information about the manual at the following website:

<http://www.apastyle.org> or visit the campus bookstore. All written assignments should be completed using a computer.

All grammar and spelling should be checked and corrected.

Student Resources

[Consortium Library link](#)

[Disability Support Services \(DSS\)](#)

[Informational Technology \(IT\) Services](#)

[Learning Commons](#)

[UAA Care Team](#)

UAA provides mental health services to support the academic success of students. The [Student Health and Counseling Center](#) and the [Psychological Services Center](#) both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com.*

University Policies

[Academic Integrity](#)

[Incomplete Grades](#)

[Safety on Campus](#)

Title IX Statement

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Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage.



**UAA College of
Arts and Sciences**
UNIVERSITY *of* ALASKA ANCHORAGE

PSY A619 Assessment II: Applications of Culturally Inclusive Assessment with Children and Adolescents

Course Information

- Course Title: Assessment II: Applications of Culturally Inclusive Assessment with Children and Adolescents
- CRN #:
- Credits: 4 (2 + 4L)
- Term: Summer

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: On-campus instruction at the Anchorage campus during summer term
- Day and Time:
 - Class: Monday, Tuesday, Wednesday Class: 9:00 - 11:00 am
 - Lab: Monday, Tuesday, Wednesday: 1:30 – 3:30 pm

Course fees

This course includes a \$125 course fee that is used to supplement costs of student's assessment protocols and assessment kits that are used in the course.

Catalog Course Description

Second course in a 2-course sequence teaches students advanced skills for the selection, administration, scoring, and interpretation of culturally appropriate measures of academic and cognitive skills. Embedded within a culturally inclusive problem-solving model, students conduct supervised assessments using broad academic achievement tests, and cognitive measures to address learning challenges among school-age children and adolescents. Focuses on the use of assessment data, along with other sources of information, to write comprehensive inclusive evaluation reports that are linked to students' learning needs and show evidence of a culturally informed assessment process.

Course Prerequisite/Co-requisites: PSY A618 with a minimum grade of B.

Registration Restriction: Admitted to the Master of Science in School Psychology – Specialist

Student Learning Outcomes

1. Apply a culturally inclusive and collaborative problem-solving model to understand complex student needs and select appropriate nondiscriminatory assessments.
2. Discuss and explain research related to culturally informed assessment practices, including various models for determining eligibility for special education services, including for linguistically diverse students.
3. Select, administer, score, and interpret culturally appropriate academic and cognitive assessments as part of comprehensive evaluations.
4. Integrate other sources of information (e.g., record reviews, curriculum-based measurements, interviews, observations, rating scales) with findings from selected academic and cognitive assessments.
5. Write culturally informed and legally defensible comprehensive evaluation reports that are accessible and understandable for families, students, teachers, and others.
6. With supervision, communicate assessment findings with family members, students, and teachers in culturally informed, professional, and collaborative ways.

Course Design

This course will meet on the Anchorage campus during the first 5-week summer session and includes both classroom sessions to learn about various culturally inclusive assessment practices as well as practice testing sessions conducted through the UAA Psychological Service Center. To meet the required content time of a 4-credit course (2 + 4 Lab), students will participate in 6 hours per week of class (30 total) plus 6 hours per week of lab. It is expected that students will spend time outside of class to complete required readings and written assignments. *Note: the time for this course is equivalent to a 4-credit course offered over a typical 16-week semester.*

This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts:

- Alaska Department of Education and Early Development. (2020, February). Guidance for special education personnel: Selected regulations and information regarding Alaska special education. https://education.alaska.gov/Media/Default/static/covid/AK_SPED_Handbook.pdf
- Chafouleas, S. M., Johnson, A. H., Riley-Tillman, T. C., & Lovino, E.A. (2021). *School-based behavioral assessment: Informing prevention and intervention* (2nd ed.). The Guilford Press.

- Fletcher, J. M., & Miciak, J. (2019). *The identification of specific learning disabilities: A summary of research on best practices*. Meadows Center for Preventing Educational Risk.
<https://files.eric.ed.gov/fulltext/ED606380.pdf>
- Harrison, P. L., Proctor, S. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology* (7th ed.). National Association of School Psychologists.
- Schneider, W., Lichten, E. O., Mather, N., & Kaufman, N. L.. (2018). *Essentials of assessment report writing: Essentials of psychological assessment* (2nd ed.). Wiley Publishers.
- Ysseldyke, J.E., Chaparro, E.A., & VanDerHeyden, A.M. (2023). *Assessment in special and inclusive education* (14th ed.).

Required Readings:

- Holman, A. R., D'Costa, S. & Janowitch, L. (2023) Toward equity in school-based assessment: Incorporating collaborative/therapeutic techniques to redistribute power. *School Psychology Review*, 52(5), 534-547, DOI: 10.1080/2372966X.2021.1997060
- Michael Hass, M., Jeanne Anne Carriere, J.A. (2014). *Writing useful, accessible, and legally defensible psychoeducational reports*. DOI:10.1002/9781394260584.
- Rasooli, A., Zandi, H., & DeLuca, C. (2023) Measuring fairness and justice in the classroom: A systematic review of instruments' validity evidence. *School Psychology Review*, 52:5, 639-664, DOI: 10.1080/2372966X.2021.2000843
- Sullivan, A.L., Arora, P., Song, S.Y., & Jimerson, S.R. (2023). Theory, methods, and practice to advance equity and social justice in school psychology: Articulating a path forward. *School Psychology Review*, 52(5), 493-503. DOI: 10.1080/2372966X.2023.2235221
- VanDerHeyden, A. M., & Burns, M. K. (2018). Improving decision making in school psychology: Making a difference in the lives of students, not just a prediction about their lives. *School Psychology Review*, 47(4), 385-395.

Course Calendar/Schedule

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard. Weekly reminders:

Week/ Date	Topic	Readings	Activities/Assignments
Week 1 (Dates)	Cognitive assessments	Harrison et al. (2023), chapter 4 VanDerHeyden & Burns (2018) Ysseldyke et al., 2023, chapter 17	<input type="checkbox"/> Read syllabus <input type="checkbox"/> Tour of PSC and assessment library <input type="checkbox"/> Check out assessment kits
Lab (6 hours)	Planning, scheduling, and conducting school-based assessments	Alaska Department of Education and Early Development (2020), pp 17-40 Ysseldyke et al. (2023), review chapters 1 & 2	<input type="checkbox"/> Demonstration of WISC-V <input type="checkbox"/> Schedule practice assessments
Week 2	Conducting culturally informed	VanDerHeyden & Burns (2018) Ysseldyke et al. (2023), chapters 9 & 17 WISC-V manual	<input type="checkbox"/> Practice WISC-V with classmates <input type="checkbox"/> Submit testing permission

Week/ Date	Topic	Readings	Activities/Assignments
	cognitive assessments		
Lab	Learning how to learn an assessment	WISC-V assessment manual Ysseldyke et al. (2023), chapters 4, 5, and 6	<input type="checkbox"/> Conduct practice WISC-V assessment
Week 3	Conducting culturally informed broad academic assessments	Academic assessment manuals Holman et al., (2023) Ysseldyke et al., chapters 12, 13, & 14	<input type="checkbox"/> Demonstration and practice of WIAT-IV with classmates <input type="checkbox"/> WISC-V protocol due
Lab	Practice assessments with children	WIAT-IV assessment manual	<input type="checkbox"/> Conduct practice WIAT-IV assessment
Week 4	Integrating culturally informed data from other sources of information	Alaska Department of Education and Early Development (2020), pp 17-40 Chafouleas et al., chapters 6, 7, 8 Harrison et al. (2023), Volume 2, chapter 21 Ysseldyke et al., chapters 11 and 18	<input type="checkbox"/> Demonstration and practice of UNIT-2 assessment with classmates <input type="checkbox"/> WIAT-IV assessment protocol due
Lab	Practice assessments with children	UNIT-2 assessment manual	<input type="checkbox"/> Conduct practice UNIT-2 assessment
Week 5	Writing culturally informed evaluation reports and communicating results using technology tools	Hass (2014), chapters 3, 4, 11 Harrison et al. (2023), Volume 2, chapter 34 Harrison et al. (2023), Volume 3, chapters 6 and 8 Schenider et al. (2018), chapters 3, 4, 6, and 7 Ysseldyke et al., chapter 24	<input type="checkbox"/> Review sample evaluation reports <input type="checkbox"/> Mock IEP meeting
Lab	Report writing	Hass (2014), chapters 2, 5 Ysseldyke et al., chapters 22 and 21	<input type="checkbox"/> Practice evaluation report due

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are on Blackboard.

Assignments	Description	Points	Due Date
Attendance	Students will attend scheduled on campus class and lab sessions.	150	

Assignments	Description	Points	Due Date
Parent permission and child assent	Students will submit signed parent permissions and child assents for participation in 3 different practice assessment activities.	40	
Peer review of WISC-V protocol	Students will conduct a peer-review of a classmate's examiner protocol and student booklet for the core subtests of the WISC-V	20	
WISC-V protocol	Students will administer, score, and submit the examiner protocol and student booklet for the core subtests of the WISC-V	150	
Peer review of WIAT-4	Students will conduct a peer-review of a classmate's examiner protocol and student booklet for the core subtests of the WIAT-4	20	
WIAT-4 protocol	Students will administer, score, and submit the examiner protocol and student booklet for the core subtests of the WIAT-4	150	
Peer review of UNIT-2	Students will conduct a peer-review of a classmate's examiner protocol and student booklet for the core subtests of the UNIT-2 assessment	20	
UNIT-2 protocol	Students will administer, score, and submit the examiner protocol and student booklet for the core subtests of the UNIT-2 assessment	150	
Observed practice administration	Students will demonstrate mastery of selected assessments during an observed practice administration of subtests from those covered in the course.	100	
Practice evaluation report	Students will write a practice evaluation report based on the results of their practice WISC-V and academic assessment results.	200	
TOTAL Points		1000	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 100
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

- A. **Parent Permission and Student Assent Forms.** (50 points) Students will obtain and submit both parent permission and child assent for one, two, or three school-age students (ages 5-18). **These forms *must* be completed and submitted prior to conducting practice assessments.** Both parent permission and child assent are required. Use the child assent form that matches the child's age.

Scoring Rubric for Parent Permission and Student Assent Forms

Criteria		
Permissi on Forms	The parent permission and student assent forms are not submitted or they do not include all required information	All pages of the parent permission and student assent forms are submitted and include all required information
<i>Points</i>	0	40

- B. **Peer Review of Practice Assessment.** (20 points each). Each student will be assigned a classmate's practice protocol to review and check for administration and scoring errors on the WISC-V, WIAT-4, and UNIT-2 practice assessments. Students will use the administration and scoring manual for each assessment to review and provide feedback on the assigned protocol.

Scoring Rubric for Peer Review of Practice Assessment

Criteria			
Student details	No details about the practice student including the student's pseudonym, date of birth and grade are not checked and noted	Some details about the practice student including the student's pseudonym, date of birth and grade are checked and noted	All details about the practice student including the student's pseudonym, date of birth and grade are checked and noted
<i>Points</i>	0	5	10
Score accuracy	The scores for subtests were not checked with an indicator of accuracy nor any variations noted in the protocol	The scores for some subtests were checked with an indicator of accuracy or any variations noted in the protocol	The scores for all subtests were checked with an indicator of accuracy or any variations noted in the protocol
<i>Points</i>	0	10	20
General Feedback	There is a no feedback summary that provides details about errors noted in the protocol	There is a feedback summary that provides details about some errors noted in the protocol	There is a feedback summary that provides details about all errors noted in the protocol
	0	5	10
TOTAL		20	

C. **WISC-V.** (150 points). Each student will conduct a practice administration of the first 10 (core) subtests of the Wechsler Intelligence Scale for Children, 5th Edition (WISC-V), score the protocol, and submit it for evaluation. NOTE THAT THIS PROTOCOL MUST BE HAND SCORED. Students must earn at least 145 points on the WISC-V protocol in order to receive credit for the assignment. Revision and resubmission is allowed. The required information to be included on the practice protocol is:

1. Graduate student's name
2. Pseudonym for practice student
3. Real date of birth for practice student
4. Real date of testing
5. Accurate basal, ceiling, and raw score totals as well as accurate standard scores, score ranges, and percentile ranks for the 10 tests in the Core Battery:
 - Block Design
 - Similarities
 - Matrix Reasoning
 - Digit Span
 - Coding
 - Vocabulary
 - Figure Weights
 - Visual Puzzles
 - Picture Span
 - Symbol Search
6. Accurate index standards scores, confidence intervals, and percentile ranks for the primary and full scale indices:
 - Verbal Comprehension
 - Visual Spatial
 - Fluid Reasoning
 - Working Memory
 - Processing Speed
 - Full Scale

WISC-V PROTOCOL RUBRIC ON NEXT PAGE

D. **WIAT-4 Protocol.** (150 points). Each student will conduct a practice administration of the core composite subtests of the Wechsler Individual Achievement Test, Fourth Edition, hand score the protocol, and submit it for evaluation. NOTE THAT THIS PROTOCOL MUST BE HAND SCORED. Students must earn at least 145 points on the WIAT-IV protocol in order to receive credit for the assignment. Revision and resubmission is allowed. The required information to be included on the practice protocol is:

1. Graduate student's name
2. Pseudonym for practice student
3. Real date of birth for practice student
4. Real date of testing
5. Accurate basal, ceiling, and raw score totals as well as accurate standard scores, confidence intervals, and percentile ranks for the 6 or 7 tests in the Standard Battery:

K-1

Word Reading
Reading Comprehension
Alphabet Writing Fluency
Spelling
Math Problem Solving
Numerical Operations

2-3

Word Reading
Reading Comprehension
Spelling
Sentence Composition
Math Problem Solving
Numerical Operations

4-12

Word Reading
Reading Comprehension
Spelling
Sentence Composition
Essay Composition
Math Problem Solving
Numerical Operations

6. Accurate standard scores, confidence intervals, and percentile ranks for the reading, writing, and math composites

WIAT-4 PROTOCOL RUBRIC ON FOLLOWING PAGE

Scoring Rubric for WISC-V Protocol

Criteria						
Examiner Protocol	All pages of the examiner protocol that were administered are not submitted as a digital PDF file			All pages of the examiner protocol that were administered are submitted as a digital PDF file		
Points	0			5		
Student Protocol	All pages of the student protocol that were completed are not submitted as a digital PDF file			All pages of the student protocol that were completed are submitted as a digital PDF file		
Points	0			5		
Graduate Student's Name	Graduate student's name is not on protocol			Graduate student's name is on protocol		
Points	0			5		
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol			A pseudonym for the practice student is on the protocol		
Points	0			5		
Birthdate	The practice student's real birthdate is not on the protocol			The practice student's real birthdate is on the protocol		
Points	0			5		
Testing Date	The actual testing date is not on the protocol			The actual testing date is on the protocol		
Points	0			5		
Subtest Accuracy	Basal		Ceiling		Raw Score	
	Basal item is not correct	Basal item is correct	Ceiling item is not correct	Ceiling item is correct	Raw score is not correct	Raw score is correct
1. Similarities	0	1	0	1	0	1
2. Block Design	0	1	0	1	0	1
3. Matrix Reasoning	0	1	0	1	0	1
4. Digit Span	0	1	0	1	0	1
5. Coding	0	1	0	1	0	1
6. Vocabulary	0	1	0	1	0	1
7. Visual Puzzles	0	1	0	1	0	1
8. Figure Weights	0	1	0	1	0	1
9. Picture Span	0	1	0	1	0	1
10. Symbol Search	0	1	0	1	0	1
Standard Score Accuracy	Standard Score		Score Range		Percentile Rank	
	Standard score is not correct	Standard score is correct	Confidence interval is not correct	Confidence interval is correct	Percentile rank is not correct	Percentile rank is correct
1. Similarities	0	1	0	1	0	1
2. Block Design	0	1	0	1	0	1
3. Matrix Reasoning	0	1	0	1	0	1
4. Digit Span	0	1	0	1	0	1
5. Coding	0	1	0	1	0	1
6. Vocabulary	0	1	0	1	0	1
7. Visual Puzzles	0	1	0	1	0	1
8. Figure Weights	0	1	0	1	0	1
9. Picture Span	0	1	0	1	0	1
10. Symbol Search	0	1	0	1	0	1
Index Score Accuracy	Standard score is not correct	Standard score is correct	Confidence interval is not correct	Confidence interval is correct	Percentile rank is not correct	Percentile rank is correct
Verbal Comprehension	0	3	0	3	0	3
Visual Spatial	0	3	0	3	0	3
Fluid Reasoning	0	3	0	3	0	3
Working Memory	0	3	0	3	0	3
Processing Speed	0	3	0	3	0	3
Full Scale	0	5	0	5	0	5
TOTAL	150					

Scoring Rubric for WIAT-4 Protocol

Criteria						
Examiner Protocol	All pages of the examiner protocol that were administered are not submitted as a digital PDF file			All pages of the examiner protocol that were administered are submitted as a digital PDF file		
Points	0			2		
Student Protocol	All pages of the student protocol that were completed are not submitted as a digital PDF file			All pages of the student protocol that were completed are submitted as a digital PDF file		
Points	0			2		
Graduate Student's Name	Graduate student's name is not on protocol			Graduate student's name is on protocol		
Points	0			1		
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol			A pseudonym for the practice student is on the protocol		
Points	0			1		
Birthdate	The practice student's real birthdate is not on the protocol			The practice student's real birthdate is on the protocol		
Points	0			2		
Testing Date	The actual testing date is not on the protocol			The actual testing date is on the protocol		
Points	0			2		
Subtest Accuracy	Basal		Ceiling		Raw Score	
	Basal item is not correct	Basal item is correct	Ceiling item is not correct	Ceiling item is correct	Raw score is not correct	Raw score is correct
1. Word Reading	0	3	0	3	0	3
2. Reading Comprehension	0	3	0	3	0	3
3. Spelling	0	3	0	3	0	3
4. Alphabet/Sentence/Essay	0	3	0	3	0	3
5. Math Problem Solving	0	3	0	3	0	3
6. Numerical Operations	0	3	0	3	0	3
Subtest and Composite Score Computation Form	Standard Score		Confidence Interval		Percentile Rank	
	Standard Score is not correct	Standard Score is correct	Confidence Interval is not correct	Confidence Interval is correct	Percentile Rank is not correct	Percentile Rank is correct
1. Word Reading	0	3	0	3	0	3
2. Reading Comprehension	0	3	0	3	0	3
3. Spelling	0	3	0	3	0	3
4. Alphabet/Sentence – or --	0	3	0	3	0	3
5. Sentence/Essay	0	3	0	3	0	3
6. Math Problem Solving	0	3	0	3	0	3
7. Numerical Operations	0	3	0	3	0	3
Reading Composite	0	3	0	3	0	3
Writing Composite	0	3	0	3	0	3
Mathematics Composite	0	3	0	3	0	3
Subtest & Composite Score Computation Form	The form includes errors in one or more of the following: <ul style="list-style-type: none"> • Student pseudonym • Grade • Age • Test Date • Norms 			The form includes correct information for all of the following: <ul style="list-style-type: none"> • Student pseudonym • Grade • Age • Test Date • Norms 		
Points	0			5		
TOTAL				150		

D. UNIT-2 Protocol. (150 points) Each student will conduct a practice administration of the core composite subtests of the Universal Nonverbal Intelligence Test, Second Edition, hand score the protocol, and submit it for evaluation. NOTE THAT THIS PROTOCOL MUST BE HAND SCORED. Students must earn at least 145 points on the UNIT-2 protocol in order to receive credit for the assignment. Revision and resubmission is allowed. The required information to be included on the practice protocol is:

1. Graduate student's name
2. Pseudonym for practice student
3. Real date of birth for practice student
4. Real date of testing
5. Accurate basal, ceiling, and raw score totals as well as accurate standard scores, confidence intervals, and percentile ranks for the 6 subtests:
 - Symbolic Memory
 - Nonsymbolic Memory
 - Analogic Reasoning
 - Spatial Memory
 - Numerical Series
 - Cube Design
6. Accurate standard scores, confidence intervals, and percentile ranks for the 6 composites:
 - Memory
 - Reasoning
 - Quantitative
 - Standard Battery With Memory
 - Standard Battery Without Memory
 - Full Scale Battery

UNIT-2 SCORING PROTOCOL ON NEXT PAGE

Scoring Rubric for UNIT-2 Protocol

Criteria						
Examiner Protocol	All pages of the examiner protocol that were administered are not submitted as a digital PDF file			All pages of the examiner protocol that were administered are submitted as a digital PDF file		
Points	0			5		
Graduate Student's Name	Graduate student's name is not on protocol			Graduate student's name is on protocol		
Points	0			4		
Pseudonym for practice student	A pseudonym for the practice student is not on the protocol			A pseudonym for the practice student is on the protocol		
Points	0			4		
Birthdate	The practice student's real birthdate is not on the protocol			The practice student's real birthdate is on the protocol		
Points	0			4		
Testing Date	The actual testing date is not on the protocol			The actual testing date is on the protocol		
Points	0			4		
Subtest Accuracy	Basal		Ceiling		Raw Score	
	Basal item is not correct	Basal item is correct	Ceiling item is not correct	Ceiling item is correct	Raw score is not correct	Raw score is correct
1. Symbolic Memory	0	2	0	2	0	2
2. Nonsymbolic Quantity	0	2	0	2	0	2
3. Analogic Reasoning	0	2	0	2	0	2
4. Spatial Memory	0	2	0	2	0	2
5. Numerical Series	0	2	0	2	0	2
6. Cube Design	0	2	0	2	0	2
Standard Score Accuracy	Standard Score		Score Range		Percentile Rank	
	Standard score is not correct	Standard score is correct	Confidence interval is not correct	Confidence interval is correct	Percentile rank is not correct	Percentile rank is correct
1. Symbolic Memory	0	2	0	2	0	2
2. Nonsymbolic Quantity	0	2	0	2	0	2
3. Analogic Reasoning	0	2	0	2	0	2
4. Spatial Memory	0	2	0	2	0	2
5. Numerical Series	0	2	0	2	0	2
6. Cube Design	0	2	0	2	0	2
Index Score Accuracy	Standard score is not correct	Standard score is correct	Confidence interval is not correct	Confidence interval is correct	Percentile rank is not correct	Percentile rank is correct
Memory	0	3	0	3	0	3
Reasoning	0	3	0	3	0	3
Quantitative	0	3	0	3	0	3
Standard Battery with Memory	0	3	0	3	0	3
Standard Battery without Memory	0	3	0	3	0	3
Full Scale	0	4	0	4	0	4
TOTAL			150			

E. Observed Practice Test Administration (100 points). Students will demonstrate mastery of selected assessments during an observed practice administration of subtests from those covered in the course. The practice test administration will be conducted individually with each student and the instructor will select 3 subtests from those covered during the course and the student will administer each one to a teaching assistant while the instructor observes the administration. To earn credit for this assignment, the student must make no more than 2 administration errors on each subtest. If the student makes more than 2 errors on a subtest, the observed practice test administration can be repeated up to 3 times.

Scoring Rubric for Observed Practice Test Administration

Criteria		
Rapport	Student does not welcome the practice student to the testing session appropriately and/or does not establish rapport before the testing begins.	Student welcomes the practice student to the testing session appropriately and establishes rapport before the testing begins.
<i>Points</i>	0	25
Subtest 1 Administration Accuracy	Student administers the selected subtest with 3 or more errors.	Student administers all steps of the selected subtest with no more than 2 errors.
<i>Points</i>	0	25
Subtest 2 Administration Accuracy	Student administers the selected subtest with 3 or more errors.	Student administers all steps of the selected subtest with no more than 2 errors.
<i>Points</i>	0	25
Subtest 3 Administration Accuracy	Student administers the selected subtest with 3 or more errors.	Student administers all steps of the selected subtest with no more than 2 errors.
<i>Points</i>	0	25
TOTAL		100

F. Practice Evaluation Report. (200 points) Students will write a sample evaluation report that summarizes the results of either the practice WISC-V or UNIT-2 and the WIAT-4 assessments. The report will take into consideration the needs of individuals from diverse linguistic, cultural, ethnic, racial, socioeconomic, and ability backgrounds. The students will use a report template provided by the instructor to write the report. A student must earn at least 190 points on this assignment to pass the course. Revision and resubmission are allowed. The requirements for the practice report are as follows:

1. Header which includes the word CONFIDENTIAL
2. Student's name
3. Student's grade
4. Student's birthdate
5. Date(s) of testing
6. Chronological age (based on the last testing date)
7. Examiner name and credentials
8. Referral question
9. Student background information
10. Assessments administered
11. Observations during assessment and statement of validity
12. Observation in the classroom
13. WISC-V or UNIT-2 assessment results table with the following data for all subtests given and for the index scores:
 - a. standard score
 - b. confidence interval
 - c. percentile rank
14. Analysis of WISC-V or UNIT-2 data
15. WIAT-IV assessment results table with the following data for all subtests given and for the composite scores:
 - a. standard score
 - b. confidence interval
 - c. percentile rank
16. Analysis of the WIAT-IV data
17. Summary of all data (i.e., background, observation, assessment results)
18. Recommendations
19. Signature

Scoring Rubric for Practice Evaluation Report

Criteria						
Confidential Header	A CONFIDENTIAL header does not appear on each page			A CONFIDENTIAL header appears on each page		
Points	0			5		
Student's Name	A made-up student name is not included			A made-up student name is included		
Points	0			5		
Student's Grade	The made-up student's grade is not included			The made-up student's grade is included		
Points	0			5		
Student's Birthdate	The real birthdate for the student is not included			The real birthdate for the student is included		
Points	0			5		
Examiner Name and Credentials	The graduate student's and degrees are not included			The graduate student's and degrees are included		
Points	0			5		
Referral Question	A made-up referral question that matches the results is not included			A made-up referral question that matches the results is included		
	0			10		
Student Background Information--	No student background is included	1 paragraph that describes a fictional student background that includes where the student first attended school or the number of years in the current school, or the student's grades from the prior grade		2 paragraphs that describe a fictional student background that includes where the student first attended school, and/or the number of years in the current school, and/or the student's grades from the prior grade	3 or more paragraphs that describe a fictional student background that includes where the student first attended school, the number of years in the current school, and the student's grades from the prior grade	
Points	0	10		20	30	
Assessments Administered	A list of the required assessments is not included			A list of the required assessments is included		
Points	0			5		
Assessment Observations and Validity	A paragraph with a real testing observation summary is not included			A paragraph with a real testing observation summary is included		
Points	0			5		
Classroom Observation Summary	A paragraph with a made-up classroom observation summary is not included			A paragraph with a made-up classroom observation summary is included		
Points	0			5		
WISC-V or UNIT-2 Results Table	A table with either the WISC-V or UNIT-2 standard scores, confidence intervals and percentile ranks for all subtests and indices is not included			A table with either the WISC-V or UNIT-2 standard scores, confidence intervals and percentile ranks for all subtests and indices is included		
Points	0			20		
WISC-V or UNIT-2 Results Analysis	A paragraph that summarizes either the WISC-V or UNIT-2 results is not included			A paragraph that summarizes either the WISC-V or UNIT-2 results is included		
Points	0			20		
WIAT-IV Results Table	A table with the WIAT-IV standard scores, confidence intervals and percentile ranks for all subtests and composites is not included			A table with the WIAT-IV standard scores, confidence intervals and percentile ranks for all subtests and composites is included		
Points	0			20		
WIAT-IV Results Analysis	A paragraph that summarizes the WIAT-IV results is not included			A paragraph that summarizes the WIAT-IV results is included		
Points	0			20		
Summary of all data	No summary paragraph is included	1 summary paragraph is included		2 summary paragraphs which explain the key findings and clinical impressions are included	3 or more summary paragraphs which explain the key findings and clinical impressions are included	
Points	0	10		20	30	
Recommendations	No instructional recommendation is included	1 instructional recommendation is included	2 instructional recommendations are included	3 instructional recommendations are included	4 instructional recommendations are included	5 or more instructional recommendations are included
Points	0	1	2	3	4	5
Signature	The graduate student's typed name is not included			The graduate student's typed name is included		
Points	0			5		
TOTAL				200		

Course Policies

- a. Evaluation: Successful completion of all assignments.
- b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.
- c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely communication as well as preparation for class discussions and activities. Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence to be considered excused it will need to be properly documented, and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day .
- d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your assignment on time, please contact the instructor in advance to discuss the possibility of an extension. See 'f' below for assignment policy.
- e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course. The assignments in this course prepare future school psychologists to complete culturally appropriate psychological assessments to meet professional standards. Completing all course assignments with at least 90% accuracy is necessary to earn credit for the course. Due to the highly interactive nature of this course, students who miss class or lab for any reason may have to repeat the course and/or complete make-up assignments.
- f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.
- g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

I may be reached by email at **[instructor email]**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID ([PSY A618]), your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage. In addition, if there are sudden changes in case of an unexpected disruption such as a natural disaster, health crisis, or emergency communication through Blackboard announcements or university email will occur.

Telephone

Email is the best method of communication for receiving and sending correspondence. I also recommend accessing Blackboard for announcements and information about this course.

Blackboard Learn

Blackboard is an Internet-based learning management system that provides student and faculty interaction. You will use Blackboard to gain access to the course materials, assignments, and other important items related to this course. Blackboard is the tool used to obtain announcements, assignment criteria, course and class changes and updates, due dates, discussion forums, etc., as outlined in the syllabus. [Firefox](#) and [Chrome](#) are the recommended browsers to access Blackboard. You can access [Blackboard Learn](#) directly or from the [UAA website](#) Quick Links. Enter your username and password to see your courses in Blackboard.

For technical assistance, contact the UAA Call Center at 786-4646 or 1-877-633-3888, visit [Blackboard Support](#), or view the information in Student Help (in your Blackboard course) for more information on using Blackboard Learn.

Permissions

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This course may not be recorded (through video, audio, or photographs) without permission of the instructor.

Written Style Requirements

The Department of Psychology endorses the style of the American Psychological Association (APA) found in the *APA Publication Manual* (7th ed.). You can access information about the manual at the following website:

<http://www.apastyle.org> or visit the campus bookstore. All written assignments should be completed using a computer. All grammar and spelling should be checked and corrected.

Student Resources

[Consortium Library link](#)

[Disability Support Services \(DSS\)](#)

[Informational Technology \(IT\) Services](#)

[Learning Commons](#)

[UAA Care Team](#)

UAA provides mental health services to support the academic success of students. The [Student Health and Counseling Center and the Psychological Services Center](#) both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com.*

University Policies

[Academic Integrity](#)

[Incomplete Grades](#)

[Safety on Campus](#)

Title IX Statement

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

[Safety from Sexual Violence \(Title IX\)](#)

[Student Code of Conduct](#)

[Smoke and Tobacco-Free](#)

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of University of Alaska Anchorage.



UAA College of
Arts and Sciences
UNIVERSITY *of* ALASKA ANCHORAGE

PSY A663 Academic Supports and Interventions

Course Information

- Course Title: Academic Supports and Interventions
- CRN #:
- Credits: 3, Graded A-F
- Term:
Admitted to the Master of Science in School Psychology – Specialist

Instructor Information

- Name:
- Telephone:
- Email:
- Office Location:
- Office Hours:

Course Meeting Information

- Location: Online synchronous sessions via Zoom and attendance for an on-campus weekend of instruction at the Anchorage campus
- Day and Time: Mondays 4:30 – 6pm via Zoom + 1-hour asynchronous

Registration Restriction: Admitted to the Master of Science in School Psychology – Specialist

Catalog Course Description

Prepares school psychologists to collaborate with families, teachers, and others to design, implement, and evaluate evidence-based academic interventions that consider the biological, cultural, and social influences on academic skills. Focuses on the design, implementation, and evaluation of culturally relevant instructional accommodations, modifications, and interventions within a multitiered system of supports (MTSS) to promote successful academic outcomes. Includes consideration of cultural and linguistic diversity to evaluate evidence for selection as well as implementation fidelity, progress monitoring, and summarizing results.

Student Learning Outcomes

1. Describe the history of the multi-tiered system of supports (MTSS) model and features of culturally informed and evidence-based academic interventions
2. Consult and collaborate with families and other building-level educators within an MTSS framework in the design, delivery, and monitoring of academic supports and interventions, including a review of core instruction and interventions.
3. Use and interpret curriculum-based measures (CBM) for data-based decision making to identify students' academic learning needs with an MTSS framework (i.e., universal, targeted, intensive).
4. Critically analyze research on academic interventions designed for students from diverse backgrounds and determine appropriateness based on individual and contextual factors.
5. Differentiate between curriculum and instructional modifications, adaptations and strategic intervention for meeting academic performance goals.
6. Use a variety of data sources to design, deliver, and evaluate academic accommodations, modifications, and interventions that are culturally informed, evidence-based, and aligned with students' learning needs.
7. Identify intervention fidelity evaluation tools and use them to review intervention fidelity.
8. Write inclusive reports that summarize student intervention outcomes and communicate results and recommendations to families, educators, and other team members.

Course Design

This course has weekly synchronous sessions via Zoom and uses Blackboard as a Learning Management System. This course requires additional time of student engagement to complete readings, projects, research, and other assignments. Time expectations for higher education courses are typically three hours outside of class time per week per credit hour, thus 9 hours of outside class time per week is expected. This course meets requirements for the M.S. in School Psychology – Specialist.

Course Materials

Required Texts and Readings:

- ☐ Acadience Learning. (n.d.). <https://acadiencelearning.org/acadience-reading/k-grade6/>
- ☐ Brown-Chidsey, R., & Wilkinson, S. (In press). *Practical handbook of multi-tiered systems of support: Building integrated academic and behavioral success in schools (2nd. ed.)*. Guilford Press.
- ☐ Bryant, D. P. (Ed.). (2021). *Intensifying mathematics interventions for struggling students*. Guilford Press.

- Gonzalez, J. E., Durán, L., Linan-Thompson, S., & Jimerson, S. R. (2022). Unlocking the promise of multitiered systems of support (MTSS) for linguistically diverse students: Advancing science, practice, and equity. *School Psychology Review*, 51(4), 387-391.
- Graham, S., MacArthur, C. A., & Hebert, M. A. (2018). *Best practices in writing instruction* (3rd ed.). Guilford Press.
- Shapiro, E. S., & Clemens, N.H. (2023). *Academic skills problems: Direct assessment and intervention* (5th ed.). Guilford Press.
- Wanzek, J., Al Otaiba, S., McMaster, K. L. (2020). *Intensive reading interventions for the elementary grades*. Guilford Press.

Course Calendar/Schedule

This calendar and schedule are subject to change based on course and students' needs. Detailed directions and rubrics for all assignments will be available in Blackboard. Weekly reminders:

Week/ Date	Topic	Readings	Activities/Assignments
Week 1 (Dates)	History and purpose of academic interventions in schools	Brown-Chidsey & Wilkinson, chapters 2, 3, 4 Shapiro & Clemens, chapter 1	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session
Week 2 (Dates)	Features of culturally informed and effective academic interventions	Brown-Chidsey & Wilkinson, chapters 17 Gonzalez et al., 2022 Shapiro & Clemens, chapters 2, 3	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Submit parent permission and student assent forms
Week 3 (Dates)	Research on evidence-based academic interventions: The instructional hierarchy and instructional routines	Brown-Chidsey & Wilkinson, chapters 15, 16 Shapiro & Clemens, chapters 4, 5	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Select specific skill for intervention lessons
Week 4 (Dates)	Reading interventions	Wanzek et al., chapters 1, 2, 3, 4	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Submit draft lesson plan
Week 5 (Dates)	Math interventions	Bryant (Ed.), chapters 1, 2, 4, 6	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session
Week 6 (Dates)	Writing interventions	Graham et al., chapters 1, 9, 15, 16	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Submit final lesson plans
Week 7 (Dates)	Study skills interventions	Shapiro & Clemens, chapters 6, 7, 8	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session

Week/ Date	Topic	Readings	Activities/Assignments
			<input type="checkbox"/> Begin intervention and progress monitoring
Week 8 (Dates)	Progress monitoring methods	Acadience Learning website and materials Brown-Chidsey & Wilkinson, chapters 22, 23	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Continue intervention and progress monitoring
Week 9 (Dates)	Prevention-based academic supports: Multi-tiered system of supports	Brown-Chidsey & Wilkinson, chapters 6, 7, 8	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Continue intervention and progress monitoring
Week 10 (Dates)	Case Examples	Shapiro & Clemens, chapter 9 Brown-Chidsey & Wilkinson, chapter 30	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Continue intervention and progress monitoring <input type="checkbox"/> Submit draft case study report
Week 11 (Dates)	Intervention logistics	Brown-Chidsey & Wilkinson, chapters 14, 18	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Continue intervention and progress monitoring
Week 12 (Dates)	Interpreting progress monitoring data	Brown-Chidsey & Wilkinson, chapter 24	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Continue intervention and progress monitoring
Week 13 (Dates)	Using intervention data in evaluation reports	Brown-Chidsey & Wilkinson, chapters 27, 28, 29	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Work on final case study report
Week 14 (Dates)	Final Presentations	As assigned by students	<input type="checkbox"/> Readings <input type="checkbox"/> Attend Zoom session <input type="checkbox"/> Submit final case study report

Course Assignments

Note: These are brief descriptions, detailed assignment descriptions and rubrics for all assignments are on Blackboard.

<i>Assignments</i>	<i>Description</i>	<i>Points</i>	<i>Due Date</i>
Attendance	Students will attend scheduled video-conference (Zoom) and on campus class sessions.	150	
Parent permission and child assent	Students will submit signed parent permission and child assent forms for participation in an academic intervention.	150	
Academic intervention lessons	Students will write and submit 6 academic intervention lessons to improve reading, math, writing, or study skills that incorporate direct and systematic instruction methods.	300	
Case study report	Students will write a case study report that summarizes the components and outcomes of an academic intervention with one student.	400	
TOTAL Points		1000	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	900 - 100
B	80-89%	800 - 899
C	70-79%	700 - 799
D	60-69%	600 - 699
F	< 60%	0 - 599

Assignments

- A. **Attendance and Participation in Synchronous Zoom Sessions.** (10 x 15 = 150 points). This is a skill development course and participation is essential in order for students to access and benefit from the planned activities. All students are expected to attend and participate in 3 synchronous Zoom sessions. If a student does not attend any sessions, zero points will be awarded.

Scoring Rubric for Synchronous Zoom Sessions

Criterion	Points		
Engagement	Student did not attend session	Student attended but did not participate in session	Student attended and participated in all session activities by talking, posting on the discussion board, or other activities
<i>Points</i>	0	10	15
TOTAL	15		

- B. **Parent Permission and Student Assent Forms.** (150 points) Students will obtain and submit both parent permission and child assent for one school-age students (ages 5-18) who will participate in an academic intervention with progress monitoring. **These forms *must* be completed and submitted prior to conducting practice assessments.** Both parent permission and child assent are required. Use the child assent form that matches the child's age.

Scoring Rubric for Parent Permission and Student Assent Forms

Permission Forms	The parent permission and student assent forms are not submitted or they do not include all required information	All pages of the parent permission and student assent forms are submitted and include all required information
<i>Points</i>	0	150
TOTAL	150	

- C. **Draft Lesson Plan.** (100 points). Students will draft one reading, math, writing, or study skills lesson to be used in the Intervention and Progress Monitoring Project. The draft lesson plan will be submitted using a template posted by the instructor in and provide the following information:

- Specific skill to be learned
- Rationale for teaching this skill to your student
- The correction procedures for all types of student errors in the lesson
- The progress measure to use with the lesson
- Lesson script for 1 (first) lesson that includes
 - What the teacher does and says;
 - The correct student responses; and
- All printable student learning materials created for the lesson (if any)

The score for this assignment is temporary and will be replaced by the final reading unit and lesson plan score.

SCORING RUBRIC FOR DRAFT LESSON PLAN ON NEXT PAGE

Scoring Rubric for Draft Lesson Plan

Criterion	Points		
Specific Skill	Specific skill to be taught not included	Specific skill to be taught listed but not described	Specific skill to be taught listed and described
Points	0	5	10
Rationale	No rationale is included.	There is at least one paragraph that explains the student's learning need.	There is at least one paragraph that explains the student's learning need and how the selected skill instruction will address it.
Points	0	10	20
Progress Measure	No progress measure is listed.	A progress measure is listed but is either not appropriate or there is no explanation for how it aligns with the specific skill to be taught	An appropriate progress measure is listed with an explanation for how it aligns with the specific skill being taught.
Points	0	10	20
Lesson Script	No script for the lesson activities is included.	There is a detailed narrative script that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script that includes both of the following: 1. What the teacher does and says 2. The correct student responses
Points	0	20	40
Correction Procedure	A correction procedure for student errors that includes the exact words the teacher must say is not included.		A correction procedure for student errors that includes the exact words the teacher must say is included.
	0		10
Student Materials	All student forms are not included in the lesson document.		All student forms are included in the lesson document.
Noted	Absent		Present
TOTAL	100		

D. **Series of 6 Lesson Plans.** (100 points). Students will review the instructor feedback on the draft reading, math, writing, or study skills lesson and make corrections as needed and then write 5 additional lessons using the same format. The final lesson plans will be submitted using a template posted by the instructor in and provide the following information:

- Specific skill to be learned
- Rationale for teaching this skill to your student
- The correction procedures for all types of student errors in the lesson
- The progress measure to use with the lesson
- Lesson script for 6 lessons that includes
 - What the teacher does and says;
 - The correct student responses; and
- All printable student learning materials created for the lesson (if any)

SCORING RUBRIC FOR SERIES OF 6 LESSON PLANS ON NEXT PAGE

Scoring Rubric for 6 Lesson Plans

Criterion	Points				
Specific Skill	Specific skill to be taught not included		Specific skill to be taught listed but not described		Specific skill to be taught listed and described
Points	0		10		20
Rationale	No rationale is included.		There is at least one paragraph that explains the student’s learning need.		There is at least one paragraph that explains the student’s learning need and how the selected skill instruction will address it.
Points	0		10		20
Progress Measure	No progress measure is listed.		A progress measure is listed but is either not appropriate or there is no explanation for how it aligns with the specific skill to be taught		An appropriate progress measure is listed with an explanation for how it aligns with the specific skill being taught.
Points	0		10		20
Lesson 1 Script	No script for the lesson activities is included.	There is a narrative script for lesson 1 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 1 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 1 that includes all of the following: 1. What the teacher does and says 2. The correct student responses	
Points	0	10	20	30	
Lesson 2 Script	No script for the lesson activities is included.	There is a narrative script for lesson 2 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 2 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 2 that includes all of the following: 1. What the teacher does and says 2. The correct student responses	
Points	0	10	20	30	
Lesson 3 Script	No script for the lesson activities is included.	There is a narrative script for lesson 3 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 3 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 3 that includes all of the following: 1. What the teacher does and says 2. The correct student responses	
Points	0	10	20	30	
Lesson 4 Script	No script for the lesson activities is included.	There is a narrative script for lesson 4 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 4 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 4 that includes all of the following: 1. What the teacher does and says 2. The correct student responses	
Points	0	10	20	30	
Lesson 5 Script	No script for the lesson activities is included.	There is a narrative script for lesson 5 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 5 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 5 that includes all of the following: 1. What the teacher does and says 2. The correct student responses	
Points	0	10	20	30	
Lesson 6 Script	No script for the lesson activities is included.	There is a narrative script for lesson 6 that includes 1 of the following: 1. What the teacher does and says 2. The correct student responses	There is a narrative script for lesson 6 that includes some of the following: 1. What the teacher does and says 2. The correct student responses	There is a detailed narrative script for lesson 6 that includes all of the following: 1. What the teacher does and says 2. The correct student responses	
Points	0	10	20	30	
Correction Procedures	No correction procedures are included.	A correction procedure with the exact teacher script for all one lesson activity is described.		Correction procedures that include the exact teacher scripts for all 6 lesson activities are described.	
Points	0	30		60	
Student Materials	All student forms are not included in the lesson document.			All student forms are included in the lesson document.	
Noted	Absent			Present	
TOTAL	300				

E. Case Study Report. (400 points). Students will obtain written permission from a school-age child and their parent(s) and then implement a series of 6 reading, math, writing or study skills lessons created for the above assignment. In addition, the student will conduct weekly progress monitoring using an appropriate measure. The student will submit a draft and a final version of a written report about the case study intervention and progress data. The draft report will include selected report sections and the final report will include all the report sections.

The DRAFT report will include the following sections:

1. Background history of student that includes the following:
 - Pseudonym
 - Date of birth
 - Current age
 - Current grade
 - Date when reading problems began
 - Description of reading problems
2. Hypothesis of the reason for the skill deficits
3. Specific skill to be taught in the lessons
4. Explanation for why the intervention was selected and how it is expected to address the observed problem
5. Intervention frequency (lessons/week) and duration (minutes/lesson)
6. Appropriate progress measure used and description of how it measures the intervention skill

The FINAL report will include revised versions of the above and the following sections:

7. Graph displaying the following:
 - X axis labeled with dates of progress data collection
 - Y axis labeled with the range of possible point values on the progress measure
 - At least 3 baseline data points
 - At least 6 intervention data points
 - A goal line drawn from the students last baseline data point to the goal score
8. Detailed description that summarizes the intervention effects based on the obtained data
9. Recommended next steps to help the student
10. Reflection on the intervention process and what you would do differently in the future

SCORING RUBRIC FOR REPORT ON FOLLOWING PAGE

Scoring Rubric for Case Study Report

Criteria								
Background History	None of the following are included: Pseudonym Date of birth Current age Current grade Date when problem began Description of problem	1 of the following are included: Pseudonym Date of birth Current age Current grade Date when problem began Description of problem	2 of the following are included: ● Pseudonym ● Date of birth ● Current age ● Current grade ● Date when problem began ● Description of problem	3 of the following are included: ● Pseudonym ● Date of birth ● Current age ● Current grade ● Date when problem began ● Description of problem	4 of the following are included: Pseudonym Date of birth Current age Current grade Date when problem began Description of problem	5 of the following are included: Pseudonym Date of birth Current age Current grade Date when problem began Description of problem	All 6 of the following are included: ● Pseudonym ● Date of birth ● Current age ● Current grade ● Date when problem began ● Description of problem	
	Points	0	20	40	60	80	100	120
Hypothesis	An hypothesis of the reason for the problem is not included				An hypothesis of the reason for the problem is included			
Points	0				20			
Specific Skill	Specific skill to be taught not included				Specific skill to be taught listed but not described		Specific skill to be taught listed and described	
Points	0				10		20	
Explanation	Explanation of why intervention was selected is not included				Explanation of why intervention was selected is included			
Points	0				30			
Frequency & Duration	The frequency and duration of the intervention are not included				The frequency and duration of the intervention are included			
Points	0				10			
Progress Measure	The specific approved progress measure used to collect weekly progress data is not described				An appropriate progress measure used to collect weekly progress data is listed but not described		An appropriate progress measure used to collect weekly progress data is listed and described	
Points	0				20		40	
Graph	Either no graph or a graph that displays none of the following: X axis labeled with dates of progress data collection Y axis labeled with the range of possible point values on the progress measure At least 3 baseline data points At least 6 intervention data points A goal line drawn from the students last baseline data point to the goal score	A graph that displays 1 of the following: X axis labeled with dates of progress data collection Y axis labeled with the range of possible point values on the progress measure At least 3 baseline data points At least 6 intervention data points A goal line drawn from the students last baseline data point to the goal score	A graph that displays 2 of the following: X axis labeled with dates of progress data collection Y axis labeled with the range of possible point values on the progress measure At least 3 baseline data points At least 6 intervention data points A goal line drawn from the students last baseline data point to the goal score	A graph that displays 3 of the following: X axis labeled with dates of progress data collection Y axis labeled with the range of possible point values on the progress measure At least 3 baseline data points At least 6 intervention data points A goal line drawn from the students last baseline data point to the goal score	A graph that displays 4 of the following: X axis labeled with dates of progress data collection Y axis labeled with the range of possible point values on the progress measure At least 3 baseline data points At least 6 intervention data points A goal line drawn from the students last baseline data point to the goal score	A graph that displays all 5 of the following: ● X axis labeled with dates of progress data collection ● Y axis labeled with the range of possible point values on the progress measure ● At least 3 baseline data points ● At least 6 intervention data points ● A goal line drawn from the students last baseline data point to the goal score		
	Points	0	10	20	30	40	50	
Descriptive Summary	No description of outcomes is included	1 sentence with a description of outcomes is included		1 paragraph with a description of outcomes is included		2 or more paragraphs with a description of outcomes is included		
Points	0	20		40		60		
Next Steps	No recommended next steps are included	1 recommended next step is included		A list of 2 recommended next steps is included		A list of 3 or more recommended next steps is included		
Points	0	10		20		30		
Reflection	There is not a final section of the report that includes a personal reflection about the intervention process and what things could be changed in the future				There is a final section of the report that includes a personal reflection about the intervention process and what things could be changed in the future			
Points	0				20			
TOTAL					400			

Course Policies

- a. Evaluation: Successful completion of all assignments.
- b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above.
- c. Attendance Policy: Students are expected to attend and actively participate in all class meetings and to engage in the weekly course content in the Blackboard course. Student participation in class sessions will be assessed with the following standards: timeliness, attentiveness, showing respect to fellow colleagues and faculty, and timely communication as well as preparation for class discussions and activities. Students may miss one class without point penalty or prior approval.

Medical concerns are excused with proper documentation. Any other extenuating circumstances, outside of those outlined in the student handbook, that lead to an absence will need to be approved by the instructor to be considered excused. Scheduling conflicts with other courses, employment, or personal obligations will not be considered excused. For any absence in addition to the one missed class to be considered excused it will need to be properly documented and the documentation is required to be given (or scanned and emailed) to the instructor. An email informing the instructor of your intention to miss, or an explanation as to why you missed the class does not qualify as adequate documentation. Students who do not attend class cannot earn participation points for that day (other than the one missed class).

- d. Late Assignments and Make-up Policy: Assignments should be submitted in Blackboard on the date due. **Assignments can be submitted up to 1-week late for a 10% point penalty. Note that late submission of research proposal assignments will affect your feedback and subsequent submissions.** In the case of an illness, emergency, or unforeseen circumstance that prevents you from submitting your assignment on time, please contact the instructor in advance to discuss the possibility of an extension.
- e. Assignments: Students must complete the assignments listed in the syllabus. Detailed information and rubrics are found in the Blackboard course.
- f. Withdrawal: As a faculty member, I may initiate a drop or withdrawal for students who fail to meet the course participation and assignment requirements. Check the course calendar and schedule for specific requirements and due dates.
- g. Auditing: Auditors are students who enroll for informational instruction only. No credit is received for audited courses. The faculty member and student agree upon terms for auditing the course. Submission of papers for correction, grading, and participation in experiences are at the discretion of the instructor. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Communication Policies

Email

I may be reached by email at **[instructor email]**. I will make every attempt to reply to your email within 24 hours on weekdays. For the best response and to ensure it is not sent to my junk mail, please put the course ID ([PSY A618]), your name, and your topic in the subject line.

Email is used as the primary mode of communication in this class. **It is your responsibility to check your UAA email regularly for messages.** At the beginning of the semester, check to be sure UAA Blackboard emails are not collecting in your junk email folder. If this does happen, open the email and select the option to mark the sender as approved/safe.

Instructional Continuity Plan

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This course may not be recorded (through video, audio, or photographs) without permission of the instructor.

Written Style Requirements

The Department of Psychology endorses the style of the American Psychological Association (APA) found in the *APA Publication Manual* (7th ed.). You can access information about the manual at the following website: <http://www.apastyle.org> or visit the campus bookstore. All written assignments should be completed using a computer. All grammar and spelling should be checked and corrected.

Student Resources

[Consortium Library link](#)
[Disability Support Services \(DSS\)](#)
[Informational Technology \(IT\) Services](#)
[Learning Commons](#)
[UAA Care Team](#)

UAA provides mental health services to support the academic success of students. The [Student Health and Counseling Center](#) and the [Psychological Services Center](#) both offer low cost, confidential services to help you manage personal challenges. Treatment for mental health problems is effective.. *Immediate help (24/7) is available through Alaska Careline: 877-266-4357 or at www.carelinealaska.com.*

University Policies

[Academic Integrity](#)
[Incomplete Grades](#)
[Safety on Campus](#)

Title IX Statement

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

[Safety from Sexual Violence \(Title IX\)](#)
[Student Code of Conduct](#)
[Smoke and Tobacco-Free](#)

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**UAA College of
Arts and Sciences**
UNIVERSITY *of* ALASKA ANCHORAGE

PSY/SWK/EDSE A691 Children's Mental Health Systems of Care

Course Information

- ☐ Course Title: PSY/SWK/EDSE A691 Children's Mental Health Systems of Care
- ☐ CRN #: 51241-551/51240-551/51370-551
- ☐ Credits: 3, Graded A-F
- ☐ Term: Summer 2024

Instructor Information

- ☐ Name: Hattie Harvey, PhD
- ☐ Telephone: (907)786-4464
- ☐ Email: haharvey@alaska.edu;
- ☐ Office Location: NSB 228
- ☐ Office Hours: by virtual appointment

Course Meeting Information

- ☐ This course is asynchronous, there is not a class meeting time. The course requires weekly reading, assignments, and eLearning modules.

Catalog Course Description

Examines systems of care as a coordinated network of home, community, and school-based services and supports that are multidisciplinary and in partnership with children, youth and families. Addresses the cultural and linguistic needs of families in order to promote healthy development and meet the challenges of children and youth with mental and behavioral health needs.

Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Describe key components of a systems of care approach to supporting the mental and behavioral health needs of children, youth, and their family system, including a focus on cultural contexts.
2. Demonstrate knowledge of how federal and state legislation and policies impact children's mental health systems of care.
3. Differentiate and evaluate evidence-based promotion, prevention and intervention programs across settings (home, community, school).
4. Locate local, state and national resources related to children's mental and behavioral health.
5. Argue a rationale for a comprehensive system of care to promote healthy development and address mental and behavioral health needs of children and youth.

NASP Domains Addressed

- ☐ Domain 4: Mental and Behavioral Health Services and Interventions
- ☐ Domain 6: Services to Promote Safe and Supportive Schools
- ☐ Domain 7: Family, School, and Community Collaboration
- ☐ Domain 8: Equitable Practices for Diverse Student Populations

Course Design

This is a web-based eLearning course using Blackboard for asynchronous interactions. All assignments will be submitted in Blackboard and I will communicate with you through weekly Blackboard announcements, individual feedback on assignments, and individual emails as needed. You will be required to interact with your peers in your blackboard discussion group and for your group project. Synchronous meetings or phone calls can be arranged by appointment or via office hours.

PSY A691 meets the requirements for an elective course in the M.S. in Clinical Psychology and in the Master of Social Work, and is a required course for the Graduate Certificate in Children's Mental Health.

Course Materials and Required Textbook

This course uses a variety of Open-Educational Resources (OERs), all of which are available on the Blackboard course.

Selected chapters from the following text (all available on Blackboard):

- ☐ Piles, S. A. (2010). *Building a systems of care: A primer* (2nd ed.). Georgetown University Center for Child and Human Development.

Course Calendar/Schedule

Due Date and Submission Information:

- ☐ For this class, each week begins on a Monday and ends on a Sunday evening.
- ☐ **Weekly learning modules are due by 11:59pm** on Sunday of each week. This include a combination of videos, assigned readings, lecture, and a culminating knowledge check.
- ☐ **Discussion assignments** –All 1st posts are to be completed by Sunday of each week, and you have up to 1 week to respond to your peers. **Group Discussion 1st posts will not be accepted late.**

<i>Week/Date</i>	<i>Topic</i>	<i>Readings & Activities</i>	<i>Assignments Due (by Sunday 11:59pm)</i>
Week 1 May 20 - 26	Guiding Principles and of Children's Mental Health Systems of Care Cultural and Linguistic Competence and Humility	Week 1 Module Piles, S. A. text – Introduction & Part I (p 1-38) Douglas, N. (2015). Services for children with mental illness: A systems of care approach. In N. Douglas, J. Owens, & L. J. Berlin (Eds.) <i>Children's Mental Health: Strategies for Providing High Quality and Cost Effective Care</i> . Center for Child and Family Policy at Duke University. Miller et al. (2013). Sustaining and expanding systems of care to provide mental health services for children, youth, and families across America. <i>American Journal of Community Psychology</i> , 49, 566-579.	<input type="checkbox"/> Start HERE Module (due 5/26) <input type="checkbox"/> Week 1 Module (due 5/26)
Week 2 May 27- June 2	Children's Mental Health in Circumpolar North and the Alaska Context	Week 2 Module Alaska Department of Family and Community Services. (2023, April). <i>Overview of Alaska's behavioral health system of care for children</i> . U.S. Department of Justice Investigation in Alaska's Behavioral Health System for Children (2021) Bornstein, M. H. (2013, October 12). Parenting and child mental health: A	<input type="checkbox"/> Week 2 Module (due 6/2) <input type="checkbox"/> Discussion Board #1 <input type="checkbox"/> Submit for Community Interview Approval

Week/Date	Topic	Readings & Activities	Assignments Due (by Sunday 11:59pm)
		<p>cross-cultural perspective. <i>World Psychiatry</i>, 12(3), 258–265.</p> <p>Ullrich, J. (2019). For the love of our children: an Indigenous connectedness framework. <i>AlterNative: An International Journal of Indigenous Peoples</i>, 15(2), 121-130.</p>	
Week 3 June 3 - 9	Trauma-Informed Care and Multidisciplinary Approaches to Children's Mental Health	<p>Week 3 Module</p> <p>Complex Trauma in Children and Adolescents (2023). National Child Traumatic Stress Network)</p> <p>Bartlett, J. D., Smith, S., & Bringewatt, E. (2017). <i>Helping young children who have experienced trauma: Policies and strategies for early care and education</i>. Child Trends.</p> <p>Palfrey, N., Ryan, R. & Reay, R. E. (2023). Implementation of trauma-specific interventions in a child and adolescent mental health service. <i>Journal of Child and Family Studies</i>, 32, 1722–1735.</p> <p>Practical Guide for Implementing a Trauma-Informed Approach (2023, June). SAMSHA</p> <p>Strategies to Improve Mental Health Care for Children and Adolescents (2016), SAMSHA</p>	<input type="checkbox"/> Week 3 Module (due 6/9)
Week 4 June 10 - 16	Federal and State Legislation and Policies Affecting Children's Mental Health	<p>Week 4 Module</p> <p>Department of Justice Settlement Report with Anchorage School District</p> <p>Restraint and Seclusion Resource Document, U.S. Department of Education</p> <p>New Laws to Combat Youth Mental Health Crisis (2023), Edweek</p>	<input type="checkbox"/> Week 4 Module (due 6/16) <input type="checkbox"/> Discussion Board #2 <input type="checkbox"/> Passion Project Plan Sign-up

Week/Date	Topic	Readings & Activities	Assignments Due (by Sunday 11:59pm)
		Protecting Youth Mental Health: U.S. Surgeon General's Advisory (2021) School-Based Medicaid	
Week 5 June 17 - 23	Public Health: Promotion, Prevention and Intervention Part I: CDC, Department of Health and Human Services, Parental Incarceration, Child Welfare	Week 5 Module University of Minnesota Extension Children, Youth and Family Consortium. (2012, January). <i>The impact of trauma on infants: Research summary</i> . Children, Youth & Family Consortium Children's Mental Health eReview, Child Welfare Series. [PDF Newsletter] Poehlmann, J., Dallaire, D., Loper, A. B., & Shear, L. D. (2010). Children's contact with their incarcerated parents: Research findings and recommendations. <i>The American Psychologist</i> , 65(6), 575–598	<input type="checkbox"/> Week 5 Module (due 6/23) <input type="checkbox"/> Passion Project Plan Overview
Week 6 June 24 - 30	Public Health: Promotion, Prevention and Intervention Part II: Juvenile Justice System, Behavioral Health Services and Primary Care	Week 6 Module National Academies text (2017), p. 31 – 40 King, D. (2023, April). <i>The continuum of Adolescent Behavioral Healthcare in Alaska: DOH Behavioral Health Roadmap Presentation</i>. Alaska Hospital and Healthcare Association. Huber, B. J. et al. (2016). Overcoming barriers to rural children's mental health: An interconnected systems public health model. <i>Advances in School Mental Health Promotion</i> , 9, 219 – 241.	<input type="checkbox"/> Week 6 Module (due 6/30) <input type="checkbox"/> Discussion Board #3 <input type="checkbox"/> Community Interview
Week 7 July 1 - 7	Community and Home-Based Services Part I: Early Childhood Systems of Care	Week 7 Module Alaska's Early Childhood Environmental Scan (2020)	<input type="checkbox"/> Week 7 Module (due 7/7)

Week/Date	Topic	Readings & Activities	Assignments Due (by Sunday 11:59pm)
		Alaska' Early Care and Learning System (2023) Early Childhood Systems Building Resource Guide (2023), Childcare Technical Assistance Center Reducing Early Childhood Exclusionary Practices in Alaska (2020) Corr, C., Santos, R. M. (2017). Not in the same sandbox": Cross-systems collaborations between early intervention and child welfare systems. <i>Child and Adolescent Social Work Journal</i> , 34, 9–22.	
Week 8 July 8 - 14	Community and Home-Based Services Part II: Behavioral Health Evidence-Based Interventions; Families Psychosocial Interventions	Week 8 Module Garland, A. F., et al (2013). Improving community-based mental health care for children: Translating knowledge into action. <i>Administration and policy in mental health</i> , 40(1), 6–22. Castillo, E. G. et al. (2019). Community interventions to promote mental health and social equity. <i>Current Psychiatry Reports</i> , 21, 35.	<input type="checkbox"/> Week 8 Module (due 7/14) <input type="checkbox"/> Discussion Board #4
Week 9 July 15 - 21	School-Based Mental Health Part I: Evidence-based Approaches - Multitiered Systems of Support and Interconnected Systems Framework	Week 9 Module Kilgus, S. P., Reinke, W. M., & Jimerson, S. R. (2015). Understanding mental health intervention and assessment within a multi-tiered framework: Contemporary science, practice, and policy. <i>School Psychology Quarterly</i> , 30(2), 159–165. Positive Behavioral Interventions and Supports (PBIS) reading (TBD) Weist et al. (2022). A randomized control trial on the interconnected systems framework for school mental	<input type="checkbox"/> Week 9 Module (due 7/21)

Week/Date	Topic	Readings & Activities	Assignments Due (by Sunday 11:59pm)
		health and PBIS. <i>Journal of School Psychology</i> , 94, 49-65.	
Week 10 July 22 - 28	School-Based Mental Health Part II: Trauma-Engaged Schools; Connectedness; Behavioral Health in Schools; Leveraging School-Based Medicaid	<p>Week 10 Module</p> <p>Transforming Schools: A Trauma-Engaged Framework for Alaska Schools (Department of Education and Early Development).</p> <p>Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists (2021), NASP</p> <p>Lyon, A. R. et al. (2019). Collaborative care to improve access and quality in school-based behavioral health. <i>Journal of School Health</i>, 89, 1013-1023.</p>	<input type="checkbox"/> Week 10 Module (7/28) <input type="checkbox"/> Discussion Board #5
Week 11 July 29 – Aug 3	Exam Week		<input type="checkbox"/> Passion Projects (due 8/1)

Course Assignments

Note: Detailed descriptions and rubrics for ALL assignments are on your Blackboard course shell.

Assignments	Description	Points	Due Date
Start HERE Module: Course Overview	Complete the Start HERE module. Includes a meet and greet discussion board post and a participation form.	10	May 26
Weekly Learning Modules + Knowledge Checks	Complete a weekly learning module, which includes a combination of readings, videos, website exploration and a knowledge check quiz to demonstrate your understanding and completion of the module. Points are earned for the module (by completing a participation form) and completion of the Knowledge Check Quiz.	10 modules x 5 points = 50 10 quizzes x 10 points = 100	Weekly
Collaboration in Systems of Care Activities (posted on discussion board)	Complete a total of 5 discussion boards that are reflective of the course topics with a specific focus on collaboration across systems of care and application of best practices. The group discussion assignments are built into	5 x 10 points each = 50	1 – 6/2 2 – 6/16 3 – 6/30 4 – 7/14 5 – 7/28

Assignments	Description	Points	Due Date
	learning modules. You may respond with either written or a video response. ALL first posts are due on by <u>Sunday evening</u> (at the end of the module) and you have 1 week to respond to a peers question. Late first posts are not accepted but you can reply for partial credit (up to 3 points).		
Community Person of Interest (formerly Stakeholder) Interview and Presentation	<u>First</u> , you will conduct background research on and choose an agency/organization of interest in CMH systems of care (i.e., Social Work, Education, Early Childhood MH, Juvenile Justice, Psychology, Counseling, Public Health, OCS, Native Associations, etc.). You may review the list of options listed in Blackboard. <u>Second</u> , you will interview a person of interest from this system and create a visual presentation of your choice reflecting your findings (choices for presentations are provided on Blackboard). Guiding interview questions are provided and you will also create your own questions based on your research. You will create to artifacts: 1) written interview summary and 2) add to our class google slides presentation summarizing key points from your interview.	25 (Write up) 25 (Presentation)	Approval – 6/2 Written Interview Summary – 6/30 Interview Presentation on Google Slides – 6/30
Systems of Care Passion Project (Group or Individual)	You will develop an applied systems of care Passion Project (PP), identifying a current issue related to children’s mental health systems of care. Your PP should be personally meaningful and transformative and be readily meaningful within a school district or community agency. The goal of the project is to use systems of care principles and CMH evidence-based promotion, prevention, or intervention practices to positively impact children, youth, and families. In addition, your PP should reflect authoritative and research supported CMH theories and best practices tied clearly to content covered in this class.	75	Signup 6/16 Plan 6/23 Final 8/1
Total Points		335	

Grading Scale

Grade	Grading Scale by Percentages	Grading Scale by Points
A	90-100%	301.5+

Grade	Grading Scale by Percentages	Grading Scale by Points
B	80-89%	268-301
C	70-79%	234.5-267
D	60-69%	201-234
F	< 60%	<201

Course Policies

- a. Evaluation: Successful completion of all assignments.
- b. Grading Policy: Students will earn a letter grade based on the cumulative points assigned to each assignment as listed above. Note that all final grades will be posted on Blackboard grade center.
- c. Attendance Policy: Online courses require active participation. Your instructor is required to verify attendance for financial aid and other purposes. Attendance in online courses is first determined by login dates until the first engagement activity commences. Common engagement activities include discussion forum posts, live chat sessions, and assignment submissions. Simply logging in periodically will, therefore, not count as attendance in this course.
- d. Late Assignments/Make-up Policy: Assignments should be submitted in Blackboard on the date due. Forgetting or missing the assignment deadline is not an exceptional circumstance. **Assignments can be submitted up to 2-weeks late for a 20% point penalty.** Note that group discussion first posts are not accepted late due to the nature of the assignment, but replies can be posted for partial credit (5 points).

To be eligible for full credit on assignments, assignments must be submitted to the instructor by the due date/time specified in this syllabus. **Late and make-up assignments will not be accepted for full credit except in cases of documented severe illness, situations that have the prior approval of the instructor and/or situations that the instructor agrees were wholly unavoidable circumstances and beyond the control of the student.** Documentation of severe illnesses or circumstances that have dramatically and negatively impacted the student's life must be submitted to the course instructor at the student's earliest opportunity to be considered viable. Having a positive COVID-19 test is not in and of itself considered a severe illness unless the student provides medical documentation of experiencing illness which prevents them from completing course requirements. It is the student's responsibility to contact the course instructor to

explain the circumstances and determine the potential of late and make-up assignments acceptance and it is solely the student's responsibility to obtain and submit supporting documentation to the course instructor.

- e. Assignments: Students must complete the modules and assignments listed in the syllabus. Detailed information and rubrics are found on blackboard.
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STUDENT RESOURCES

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[UAA Care Team](#)

[Consortium Library link](#)

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[Informational Technology \(IT\) Services](#)

UNIVERSITY ACADEMIC POLICIES AND PROCEDURES

Academic Integrity

Academic integrity is a basic principle that requires that students only take credit for ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, examinations, or other academic work that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor. For more information, visit <https://www.uaa.alaska.edu/students/dean-of-students/academic-integrity/index.cshtml> <https://www.consortiumlibrary.org/blogs/ahi/uaa-apu-policies-and-procedures/>

ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. UA system is committed to the goal of providing each qualified student an equal opportunity to pursue a college education regardless of disability. Efforts will be made toward meeting reasonable requests for services to students with disabilities eligible under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current documentation that supports the requested services. Additional information may be accessed at the DSS Office or online at <https://www.uaa.alaska.edu/students/disability-support-services/>.

Permissions

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Incomplete Grades

Religious Holiday or Cultural Observance Policy

If a class meeting occurs on a religious holiday or cultural observance day and you are obligated

to miss class for this event, you must notify the instructor in writing by the end of the second week of the semester.

[Safety on Campus](#)

[Notice of Nondiscrimination and Title IX](#)

[Student Code of Conduct](#)



M.S. in School Psychology - Specialist Program Internship Competencies and Student Evaluation Form

Student Name:	
District:	
Site Supervisor:	
Supervisor Email:	
Supervisor Phone:	

The following are the experiences that are to be completed by the school psychology intern during and through the end of the internship. By identifying the level of skill development in each of the specific benchmarks, activities for professional learning may be prioritized throughout the field-based experiences. Following the Fall Self-Evaluation, the intern and site supervisor shall develop a plan to successfully achieve the required experiences.

Each benchmark indicates the required activities that must be completed during the internship. These requirements are aligned with coursework, the National Association of School Psychologist Domains of Practice, Organizational Principles, and Professional Work Characteristics. Each of these goals are specific (an observable behavior/product), measurable (progress is objectively determined at frequent data points), achievable, results oriented, and time-bound (clearly defined beginning and ending dates). The intern is expected to keep progress monitoring data on this form to update their site and university supervisors on their progress toward these goals. Progress and completion is noted in the last column of the form.

Please utilize the following codes:

- 1.= The intern's performance is below the level of skill expected for an intern at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required.
- 2.= The intern's performance is at the emerging skill level, but further supervision and experience are needed to assist in developing this skill. An action plan may be necessary.
- 3.= The intern's performance meets expectations for their level of training.
- 4.= The intern's performance is above average, and they can function well independently.
- 5.= The intern's performance is highly developed, and they display professional skills in this area.

Self-Evaluation (September)	Date Completed:	
Fall Site Supervisor Evaluation (December)	Date Completed:	
Winter Site Supervisor Evaluation (January)	Date Completed:	
Spring Site Supervisor Evaluation (May)	Date Completed:	



DRAFT



Part I: NASP Domains

NASP DOMAIN 1: Data-Based Decision-Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports.

School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>	Self	End of Fall	End of Winter	End of Spring	Activities completed/ evidences produced to address competencies
School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.	The intern will conduct 10 or more problem-solving based comprehensive formal assessments of academic and/or social-emotional behavior concerns, summarize the results in written evaluation reports, and share the results with caregivers and IEP team members.					
School psychologists incorporate various techniques for collection, measurement, and analysis of data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, and systems) to understand student needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.	The intern will gather and utilize data from interviews, observations, and other sources to conduct 3 or more Functional Behavior Assessments, summarize the results in written evaluation reports, and share the results with caregivers and IEP team members.					



Part I: NASP Domains

NASP DOMAIN 1: Data-Based Decision-Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports.

School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>					Activities completed/ evidences produced to address competencies
		Self	End of Fall	End of Winter	End of Spring	
School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social-emotional needs of students.	The intern will participate in the planning, implementation, and analysis of universal screening and/or progress monitoring data for academics and/or social-emotional behaviors and utilize individual students' screening and/or progress monitoring data as part of a multi-tiered system of supports and/or referral for special education services.					
School psychologists assist with the design and implementation of assessment procedures to determine appropriate interventions and use valid and reliable procedures for evaluating and progress-monitoring the effectiveness and/or need for modification of school-based interventions and programs. They utilize technology resources to enhance data collection and decision-making.	The intern will participate regularly in team meetings that review, analyze, and take action based on data from universal screening and progress monitoring procedures. As available, the intern will access and use the school's data technology resources that support a multi-tiered system of supports.					

Part I: NASP Domains

**NASP DOMAIN 2: Consultation and Collaboration**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>	Self	End of Fall	End of Winter	End of Spring	Activities completed/ evidences produced to address competencies
School psychologists participate on a variety of school and district-based leadership teams; use a consultative problem-solving process when developing and evaluating services; and consult and collaborate with other professionals to promote positive outcomes for students, staff, and school systems.	The intern will be a member of and regularly attend one or more teams that operate the school's multi-tiered system of supports.					
School psychologists effectively communicate information verbally and in writing for diverse audiences and facilitate communication and collaboration among all stakeholders by demonstrating effective communication techniques.	The intern will demonstrate effective oral and written communication skills through interactions with students, teachers, caregivers, and other school personnel (e.g., meetings, memos, reports, and telephone conversations).					
School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.	The intern will provide consultation services to classroom teachers and other educators to support students' academic and social-emotional behavior learning needs. Consultation will be documented through written notes from all consultation sessions.					



Part I: NASP Domains

NASP DOMAIN 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>	Self	End of Fall	End of Winter	End of Spring	Activities completed/ evidences produced to address competencies
School psychologists use culturally responsive and developmentally appropriate assessment data, and apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote and improve student learning, engagement, and performance.	The intern will complete 10 or more assessments of academic achievement using curriculum-based measures, broad academic assessments, classroom-based assessments, and/or other indicators of student achievement, analyze scores, and share the results in written evaluation reports with caregivers and IEP team members. (Academic assessments can be part of comprehensive evaluations)					
School psychologists collaborate with others to promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, assess outcomes through progress monitoring to determine whether the goals were achieved, and then recommend changes to instruction based on student responsiveness to interventions.	The intern will collaborate with colleagues to identify a student needing academic intervention and work together to identify a specific academic learning goal and select an appropriate intervention with an accompanying progress measure.					
School psychologists share and facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, and seek to maximize intervention acceptability and fidelity.	The intern will complete an academic case study that utilizes a problem-solving process and includes data-based selection of an individualized intervention, progress monitoring, analysis, and a formal written report.					



Part I: NASP Domains

NASP DOMAIN 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social– emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>	Self	End of Fall	End of Winter	End of Spring	Activities completed/ evidences produced to address competencies
School Psychologists use data to identify students who may require support; use culturally responsive and developmentally appropriate assessments to identify emotional and behavioral disabilities; and utilize data to evaluate the implementation and outcomes of mental and behavioral health interventions for individuals and groups.	The intern will conduct three or more functional behavior assessments (FBA), collaborate with colleagues to develop behavior support plans (BSP), and provide ongoing consultation with staff to implement the BSP.					
School Psychologists integrate behavioral/mental health services with students' academic/learning goals; implement practices to reduce the effects of trauma on learning and behavior; and promote effective home-school collaboration and collaboration with other community providers to coordinate behavioral health supports and services.	The intern will provide individual counseling sessions for three or more students requiring behavioral and/or mental health supports, measure progress and fidelity, and gather treatment acceptability data to document outcomes.					
School Psychologists develop and implement positive behavior supports at all levels (individual, group, class, school, and district); demonstrate skills related to behavior analysis and systematic decision-making; and maximize the acceptability and fidelity of mental and behavioral health interventions.	The intern will develop, present, and collect feedback about one or more professional learning sessions related to positive behavioral interventions and supports (PBIS) implementation and related services. The intern will write and present a written report about the presentation feedback to the school and/or district leadership team.					



Part I: NASP Domains

NASP DOMAIN 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>	Self	End of Fall	End of Winter	End of Spring	Activities completed/ evidences produced to address competencies
School Psychologists incorporate evidence-based strategies in designing, implementing, and evaluating school procedures and policies, including: needs assessments, school improvement plans, universal screening procedures, program evaluations, transition programs, and multi-tiered systems.	The intern will participate in the planning, implementation, and/or data analysis from universal academic and/or behavior screening and prepare a written report that compares current student performance with state or national benchmarks.					
School Psychologists provide professional development, training, and ongoing coaching to staff and parents/guardians to better understand the developmental needs of children and youth in schools.	The intern will develop, implement, and evaluate one or more professional learning sessions about evidence-based instructional practices.					
School Psychologists promote respectful and supportive atmospheres by helping resolve conflicts, encourage academic engagement, reduce negative influences on behavior, and work collaboratively with others to support student's attainment of academic, social-emotional, and behavioral goals.	The intern will review the school's most recent student attendance data and work collaboratively with colleagues to develop and present strategies to improve student attendance.					



Part I: NASP Domains

NASP DOMAIN 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>	Self	End of Fall	End of Winter	End of Spring	Activities completed/ evidences produced to address competencies
School Psychologists collaborate in providing services that foster a positive school climate and assist in building and enhancing relationships that lead to greater school connectedness for students, staff, families, and communities.	Student will work with one or more counselors or other staff in the district and research the individual and group counseling, bullying prevention, social skills groups, and any other mental health programming that are currently available and active across all grades. The student will write up a report that outlines how students are referred, consistency of services across grades, staff perceptions of services, and a reflection on possible changes.					
School Psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safety and nonviolent schools and communities.	Student will research what system or service their district uses for threat assessment and submit a summary of their findings and a reflection.					
School Psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.	Student will review the district crisis plan and submit a summary of the findings.					



Part I: NASP Domains

NASP DOMAIN 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>	Self	End of Fall	End of Winter	End of Spring	Activities completed/ evidences produced to address competencies
School psychologists use evidence-based strategies to educate, design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth. They consider the diversity in family systems, varying world views, cultural and family contexts, and the unique needs of children and youth living in nontraditional settings, when developing and providing these services for families.	Student will research what community mental and behavioral health resources are available for families of students who attend their school. This information will be presented to the other members of the student's practicum cohort.					
School psychologists advocate for and support families in their involvement in school activities, for addressing individual students' needs, and for participating in classroom and school events. They promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development.	Student will conduct a needs assessment and provide a research-based presentation for the school's family and community members. The session will include a feedback form for attendees to provide the student with feedback on the session.					
School psychologists collaborate and create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.	Student will create an easy to read, family-friendly handout about the resources and interventions covered in the presentation for family and community members. This will be measured by the feedback form – which needs to indicate that the intervention handout was received as well as how useful it was.					



Part I: NASP Domains

NASP DOMAIN 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>	Self	Supervisor - End of Fall	Self - End of Spring	Supervisor - End of Spring	Activities completed/evidences produced to address competencies
School Psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.	Utilizing the state report card website (or other resources), student will complete an analysis of the district's cultural composition and submit a summary report.					
School Psychologists provide culturally responsive and equitable practices, including using inclusive language and a strengths-based approach in all domains of service delivery for diverse individuals, families, schools, and communities	Student will complete a cultural competence self-analysis and submit a personal plan for improvement.					
School Psychologists apply understanding and knowledge of the influence of culture, background, and individual learner characteristics, as well as the negative impact that biases have on students, families, schools, and communities, when designing and implementing interventions and services to achieve optimal learning and behavioral outcomes.	Student will use the information from the cultural competence self-analysis to compare current skills with the needs of the school and district and present the findings to the cohort.					
School Psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.	Student will achieve and maintain professional student membership in their local state association and NASP throughout their practicum experience. They must submit proof of membership.					



Part I: NASP Domains

NASP DOMAIN 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>	Self	End of Fall	End of Winter	End of Spring	Activities completed/ evidences produced to address competencies
School Psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery	Student will review and evaluate one of the district's core reading, math, or writing curricula and submit a written report.					
School Psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of instruction, social-emotional learning, and positive behavior supports at the individual, group, school, and district levels.	Based on the results of the functional behavioral assessment (FBA), student will recommend an evidence-based intervention.					
School Psychologists apply principles of implementation to communicate knowledge about statistics and measurement through program evaluation to support other school leaders in developing, implementing, and monitoring programs that improve outcomes.	Student will use available data to analyze district-wide student improvement in reading or math and submit a written report.					



Part I: NASP Domains

NASP DOMAIN 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

NASP Benchmarks:	<i>Measurable Goal, approx. date of completion</i>	Self	End of Fall	End of Winter	End of Spring	Activities completed/evidences produced to address competencies
School psychologists are knowledgeable about standards and organizational principles. They practice in ways that are consistent with ethical, professional, and legal standards and regulations. They collaborate with and assist others in understanding and adhering to legislation and regulations relevant to general and special education services. They use information sources and technology attending to the security of confidential information and utilize responsible record keeping practices.	Student will create a bulleted document that shows their knowledge of the process from pre-referral through exit from special education services. Student will help with writing the prior written notice (PWN) for one or more of the following: referral for a special education evaluation, acceptance of referral with assessment plan, evaluation results meeting, and reevaluation results meeting, as measured by the submission of each PWN.					
School psychologists seek and utilize professional supervision, peer consultation, and mentoring for effective practice. They collect data to evaluate and document the effectiveness of their own services.	Student will meet with their supervisor and document feedback and goals moving forward each week through their practicum log in fall and spring semesters.					
School psychologists advocate for the welfare and rights of children, for professional roles as providers of effective services, programs, systems, and evidence-based practices that enhance the learning and mental health of all children and youth.	Student will attend multiple IEP meetings and participate in additional proceedings related to supporting students with disabilities (e.g., manifestation determination, mediation, complaint hearing).					
School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth. They participate in continuing professional development activities and may participate in professional associations and, when interested, engage in leadership roles.	The student will attend at least one professional learning activity and provide documentation of the activity as well as a brief reflection of how they will apply the knowledge to their future practice of school psychology.					



Part II: Professional Work Characteristics of a School Psychologist

The following are the work characteristics of a professional school psychologist. These characteristics should be addressed throughout the practicum, corrected where appropriate and evaluated at the completion of the year.

Characteristic	Fall comments	Winter comments	Final Comments
1. Enthusiasm: Appears excited about role and work of a school psychologist; engages school staff and students, supervising teachers and colleagues in discussions about content; provides examples of how knowledge can be connected to students' everyday lives. Puts in the time to "get the job done".	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:
2. Interaction with Students: Looks to engage with students. Approaches students in positive manner. Communicates with appropriate school personnel to learn more about students' lives; expresses concerns about specific students in a timely and professional manner. Advocates for students' best interests in an appropriate and professional manner.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:
3. Collaboration: Builds and maintains collaborative relationships to work effectively with others in a team setting through shared responsibility, empathy and respect. Demonstrates the ability to manage one's emotions and conflict with others while contributing towards a common goal. Works effectively with others from diverse backgrounds and cultures, individually or in groups. Takes initiative in leading work-based groups, and/or follows direction from others as appropriate.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:



Part II: Professional Work Characteristics of a School Psychologist

The following are the work characteristics of a professional school psychologist. These characteristics should be addressed throughout the practicum, corrected where appropriate and evaluated at the completion of the year.

Characteristic	Fall comments	Winter comments	Final Comments
4. Communication: Adjusts the complexity of his/her language to the linguistic abilities of the audience. Articulates thoughts and express ideas effectively using oral, written and non-verbal communication skills (to instruct, inform and persuade), as well as listens for meaning to gain understanding. Demonstrates the ability to deliver information in person, in writing, and in a digital world. Participates in discussions by listening actively and responding constructively.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:
5. Critical Thinking and Problem-Solving: Exercises sound reasoning to analyze issues, synthesize information, make decisions and solve problems. Demonstrates the ability to think critically and strategically to develop original ideas and innovative solutions. Develops action plans with specific steps to solve a problem; documents decisions. Modifies plans as needs or situations change; changes directions and explanations to suit situation and audience. Brainstorms solutions to a problem before bringing it to a supervisor/professor.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:
6. Professional Development: Identifies and articulates one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identifies areas necessary for professional growth. Responds to constructive feedback by making appropriate changes in instruction or action. Seeks out and engages in formal and informal professional learning opportunities on a continuing basis and actively applies learning from these opportunities to work-related assignments.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:



Part II: Professional Work Characteristics of a School Psychologist

The following are the work characteristics of a professional school psychologist. These characteristics should be addressed throughout the practicum, corrected where appropriate and evaluated at the completion of the year.

Characteristic	Fall comments	Winter comments	Final Comments
7. Global/Intercultural Fluency: Values, respects, and learns from diverse cultures, races, ages, genders, sexual orientations, and religions. Demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:
8. Professionalism & Productivity: Demonstrates integrity, resilience, accountability and ethical behavior. Shows professional appearance and behavior appropriate to educational environment; dresses, grooms and acts like a professional school psychologist; observes confidentiality; adheres to school and NASP code of conduct. Attends all field experiences, arrives on time to meetings and is prepared to participate. Shows the ability to take initiative, maintain effective work habits (prioritize, plan and manage work), to produce high quality results and project a professional presence.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Comments:



Confirmation of Practicum Progress

Please sign at completion of each evaluation

Self-Evaluation	End of Fall	End of Winter	End of Spring
Student Signature	Student Signature	Student Signature	Student Signature
Site Supervisor Signature	Site Supervisor Signature	Site Supervisor Signature	Site Supervisor Signature

End of Fall Confirmation of Practicum Progress

The Student, Site Supervisor, and University Supervisor conducted a formal program review and confirm that the student has completed _____ hours of required practicum experience, is progressing with goals on both Competencies (Part I) and the Professional Work Characteristics of a School Psychologist (Part II).

End of Winter Confirmation of Practicum Progress

The Student, Site Supervisor, and University Supervisor conducted a formal program review and confirm that the student has completed a total of _____ hours of required practicum experience, is progressing with goals on both Competencies (Part I) and the Professional Work Characteristics of a School Psychologist (Part II).

Adapted and Modified from the [National Association of Colleges and Employers Career Readiness Competencies](#) and [Quality Assurance Commons Essential Employability Qualities](#).

Appendix C: Resume/CVs

1. Dr. Hattie Harvey, Professor
2. Dr. Anastasiia Iun, Assistant Professor
3. Dr. Rachel Chidsey-Brown, Associate Professor (hire date August 2025)
4. Dr. Jennifer Knutson, Term Assistant Professor (hire date August 2025)

CURRICULUM VITA

Hattie Allen Harvey

Professor, Psychology
Department of Psychology, College of Arts and Science
University of Alaska Anchorage
Anchorage, AK 99508

Education

University of Denver

2011 Ph.D., Child, Family, & School Psychology (NASP Accredited)
Cognates: Early Childhood School Psychology & Clinical Psychology
Dissertation: *Executive Function and Early Mathematics Development in Preschool Children: Examination of Dual Language Learners (Quantitative)*

University of Maine

2005 M.S., Human Development
Concentration: Early Childhood Development
Thesis: *Effects of Media Exposure on Preschool Children's Social Competence Development*

St. Lawrence University

2002 B.A., Psychology and Fine Arts

Professional Licenses

2011– Present **Nationally Certified School Psychologist**, *National Association of School Psychologists*;
License #40849, Ex 08/31/2026
2011 – Present **Special Services Certificate Advanced Type C – School Psychologist**, *State of Alaska*,
Department of Education and Early Development, #405236, Ex 8/31/26
2012 – Present **Licensed Psychologist**, *State of Alaska, Division of Corporations, Business and Professional*
Licensing, #651 Ex 6/30/2025

Awards and Recognition

- *Chancellor's Award of Excellence: Embracing Our Role as Trusted and Respected Community Partner* (2023). Office of the Chancellor, University of Alaska Anchorage
- *Affordable Course Materials Award* (2022). Faculty Senate Library Advisory Committee, University of Alaska Anchorage
- *Community Builder Award* (2021). Center for Community Engagement and Learning, University of Alaska Anchorage
- *Community Engaged Research Fellow* (2021). Center for Community Engagement and Learning, University of Alaska Anchorage
- *Community-Engaged Spotlight Award* (2021), Center for Community Engagement and Learning, University of Alaska Anchorage
- *Infant and Early Childhood Mental Health Leadership Award* (2020), Alaska Association for Infant and Early Childhood Mental Health
- *Technology Fellows Award* (2020), University of Alaska Anchorage
- *Technology Fellowship* (2018 -2019), Academic Innovations and eLearning, University of Alaska Anchorage

Academic Appointments

2024 – current Professor, *Department of Psychology, University of Alaska Anchorage*

Program Director, Master of Science in School Psychology, contributing faculty in the BA/BS Psychology, MS Clinical Psychology, and PhD Clinical-Community Psychology programs; Coordinator, Graduate Certificate in Children's Mental Health

2019 - 2024 Associate Professor, *Department of Psychology, University of Alaska Anchorage*

Faculty in the BA/BS Psychology, MS Clinical Psychology, and PhD Clinical-Community Psychology programs; Coordinator, Graduate Certificate in Children's Mental Health

2018 – 2019 Assistant Professor, *School of Education, Early Childhood Special Education, University of Alaska Anchorage*

Transferred appointment to faculty and program lead for the Early Childhood Special Education M.Ed. and undergraduate minor program; faculty position had been unfilled for 2-years and was being maintained by special education faculty. Conducted substantial program revisions for both the minor in ECSE and the M.Ed. in ECSE updates to align with revised CEC/DEC Personnel Preparation Standards and was approved through the curriculum process.

2014 – 2018 Assistant Professor, *School of Education, Early Childhood, University of Alaska Anchorage*

Faculty in the Associate of Applied Science in Early Childhood and Bachelor degree in Early Childhood Education (AY15-AY17); Program Lead for Early Childhood Associates & BA (AY17-18); Primary author for NAEYC accreditation report for the Bachelors and Post-Bac in Early Childhood Education

Clinical/Field Work

2024 – current Early Childhood Consultant, *Elevation AK, Anchorage AK*

Provide case consultation for early childhood developmental evaluations through Elevation AK with Dr. Cody Chipp, Licensed Psychologist.

2019 – 2023 Early Childhood Mental Health Consultant, *Cook Inlet Native Head Start, Anchorage AK*

Provide mental health consultation services to Head Start staff and families; support implementation of Pyramid Model and facilitate monthly leadership team meetings

2010 – 2014 School Psychologist, *Anchorage School District & Early Intervention Services Center, Anchorage, AK*

Provided direct and consultative school psychological services in settings PreK – G12; Conducted evaluations for special education preschool – high school; Coordinated and facilitated Multi-tiered System of Support Teams (MTSS); Received grant funding to coordinate summer course on Transdisciplinary Play-Based Assessment and Intervention with Dr. Toni Linder; Developed

CURRICULUM VITA

protocol for integrating use of TPBA and Routines-based Interviews into preschool evaluations for special education

2006 – 2010 **Graduate Teaching Assistant**, *College of Education, University of Denver, Denver, CO*

Graduate Teachers Assistant for *Assessment in Early Childhood Special Education, Transdisciplinary Play-Based Assessment (TPBA)* courses; Assisted in development of online TPBA trainings for rural Colorado districts and early intervention centers; Assisted in grant writing for U.S. Department of Education Grant (funded)

2008 – 2009 **Graduate Student Early Learning Specialist**, *Early Childhood Play Clinic, University of Denver, Denver, CO*

Participated on the Transdisciplinary Play-Based Assessment (TPBA) Team in the *Early Learning Specialist* role, assessed children birth – five at the clinic; Wrote comprehensive TPBA reports and recommendations

2006 – 2009 **Assistant Teacher**, *Margery Reed Early Head Start, Denver, CO*

Supported lead teacher with implementation of curriculum and documentation of infants and toddlers skills and abilities

2006 –2008 **Early Childhood Leadership Practicum**, *Colorado Department of Education, Results Matter/Early Childhood Initiatives Program, Denver, CO*

Participated in program development for *Results Matter*, Colorado's state funded early childhood initiative program, specifically analyzed and summarized Child Outcomes data and co-presented Results Matter data at OSEP conference in Washington, DC

2005 – 2006 **Interim Director**, *Katherine Miles Durst Child Development Learning Center, University of Maine, Orono, ME*

Coordinated and maintained all business aspects (budgeting, curriculum planning, enrollment, policies and procedures, licensing); Supervised toddler and preschool teachers in the Child Development Learning Center; Provided supervision to undergraduate ECE practicum students; Taught undergraduate Practicum in Early Childhood and Creativity of the Young Child undergraduate courses

2003 –2005 **Lead Preschool Teacher**, *Katherine Miles Durst Child Development Learning Center, University of Maine, Orono, ME*

Planned curriculum for multi-age preschool classrooms, documented child progress using Work Sampling System; Conducted family conferences and planned family engagement events; Co-Lead Toddler-Parent Play Group; Coordinated and mentored undergraduate student field placements in the classroom

2002- 2003 **Assistant Preschool Teacher**, *Young Tracks, Steamboat Springs, Colorado*

Publications

CURRICULUM VITA

PEER-REVIEWED JOURNAL ARTICLES (n=14)

1. **Harvey, H.,** & Bustillios, M. (under review). Using community advisory boards to guide higher education program development. *Journal of Community Engagement and Higher Education*.
2. **Harvey, H.,** *Pierce, J., & Hirshberg, D. (2023). Using participatory research to develop a culturally responsive early childhood assessment tool. *Journal of Participatory Methods*, 4(2). <https://doi.org/10.35844/001c.77624>.
3. **Harvey, H.,** Reed, D., Parker, P., Ward, K., Baldwin, M., & Hiratsuka, V. (2023). Parent views on the educational experiences of students with Fetal Alcohol Spectrum Disorders: Advocacy, inclusion, and collaboration. *Children and Youth Services Review*, 55. <https://doi.org/10.1016/j.childyouth.2023.107192>
4. Howell, B., **Harvey, H.,** & Aguiniga, D. (2023). Creating and improving a community-engaged research faculty fellows community-of-practice at a mid-sized, open-enrollment university. *Journal of Higher Education Outreach and Engagement*. eISSN 2164-8212.
5. ^^**Harvey, H.,** & Wennerstrom, E. K. (2023). Hearing their voices: Parents perceptions of preschool special education evaluations with dual language learners. *Topics in Early Childhood Special Education*, 43(1), 46-59. <https://doi.org/10.1177/02711214211005853>.
6. Logue, M. E., **Harvey, H.** (2022). Vroom, vroom, beep, beep: The stories children tell through truck and car play. *Young Children*, 77 (2), 14-23.
7. ^^**Harvey, H.,** Dunlap, G., & *McKay, K. (2021). Primary and secondary effects of Prevent-Teach-Reinforce for Young Children. *Topics in Early Childhood Special Education*, 41(2), 100-114. <http://doi.org/10.1177.0271121419844315>.
8. Strain, P., Dunlap, G., & **Harvey, H.** (2018). A functional assessment model for challenging behaviors: Prevent-Teach-Reinforce for Young Children. In Snyder, P., & Hemmeter, M. L. (Eds.). *Instruction for Effective strategies to support engagement, learning, and outcomes (Young Exceptional Children Monograph Series No 4)*, 199-130. Division for Early Childhood.
9. **Harvey, H.,** & Ohle, K. (2018). What's the purpose? Educators' perceptions and use of a state-mandated kindergarten-entry assessment. *Education Policy Analysis Archives*, 26(142). <http://dx.doi.org/10.14507/epaa.26.3877>.
10. Ohle, K., & **Harvey, H.** (2017). Educators' perceptions of school readiness within the context of a Kindergarten Entry Assessment. *Early Child Development and Care*, 198(11), 1859-1873. DOI: 10.1080/03004430.2017.1417855.
11. ^^**Harvey, H.,** & Miller, G. (2017). Executive function skills, early mathematics, and vocabulary in Head Start preschool children. *Early Education and Development*, 28, 290-307. <https://doi.org/10.1080/03004430.2017.1417855>.
12. **Harvey, H.** (2015). Encouraging healthy sleep habits. *NAEYC For Families*. Retrieved from <http://families.naeyc.org/child-development/encouraging-healthy-sleep-habits>.
13. Logue, M., & **Harvey, H.** (2010). Preschool teachers' views of active play. *Journal of Research in Childhood Education*, 24, 32-49. <https://doi.org/10.1080/02568540903439375>

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14. Logue, M., & **Shelton, H.** (2008). The stories bad guys tell: Promoting literacy and social awareness in preschool. *The Constructivist*, 19(1), 1-8.
15. Logue, M., **Shelton, H.**, Austin, J., & Cronkite, D. (2007). Strengthening partnerships with parents through toddler stories. *Journal of Young Children*, 62, 85-88.

PEER-REVIEWED BOOK CHAPTERS (n=3)

1. Hirshberg, D., **Harvey, H.**, Cost, D., & Ohle, K. (2019). Mind the gap...Mind the chasm: Exploring inclusion and equity in Alaska's education system. In M. Beaton, D. B. Hirshberg, G. R. Maxwell, & J. Spratt (Eds.) *Including the North: A Comparative Study of the Policies on Inclusion and Equity in the Circumpolar North*. Lapin Yliosto: University of Lapland.
2. **Harvey, H.**, Coleman, J., & Miller, G. (2019). School readiness and school entry. In G. Bear & K. Minke (Eds.) *Helping Handouts: Supporting Students at School and Home*. Association of School Psychologists.
3. Logue, M., **Harvey, H.**, Sullivan, D., & Austin, J. (2011). Strengthening partnerships with families through toddler stories. *Spotlight on Infants and Toddlers*. Washington, DC: National Association for the Education of Young Children.

SELECTED NON-REFERRED PUBLISHED WORK AND TECHNICAL REPORTS (n=12)

1. **Harvey, H.**, & *Russell, R. (2023, October). *Alaska statewide school psychologist needs assessment survey results*. DOI: [10.13140/RG.2.2.18330.41925](https://doi.org/10.13140/RG.2.2.18330.41925)
2. **Harvey, H.** (2022, Spring). Offering choices: What, how, and when. *Alaska Parent Magazine*. https://alaskaparent.com/pages/articles/offering_choices.html
3. *Parker, D., Hedwig, T., Miller, V., Payne, T., Gonzalez, A., Kisraauskas, Y., Slone, A., Hiratsuka, V., Brown, P., **Harvey, H.**, Reed, D., Smith, C., & Ward, K. (2021). *Fetal Alcohol Spectrum Disorders Data Systems Development: Gaps, Opportunities, and Recommendations*. University of Alaska Anchorage. <https://alaskamentalthetrust.org/wp-content/uploads/2021/06/FASD-Data-Systems-Report-UAA-06282021.pdf>
4. ***Harvey, H.**, Hirshberg, D., & Pierce, J. (2021). *Guidelines for culturally-responsive reflective practice in birth to five settings* (Version 1). Cook Inlet Tribal Council. <https://iseralaska.org/wp-content/uploads/2021/05/Guidelines-for-Culturally-Responsive-Reflective-Practice-in-Birth-to-Five-Settings.pdf>
5. **Harvey, H.** (2021). *Evaluation of early childhood relationship-based professional development in Alaska* (Technical Report No. 1). Thread Alaska.
6. **Harvey, H.**, & Craig, B. (2018). *Outcomes from Blended Practices Professional Learning Group*. Report submitted to Anchorage School District Preschool Programs. Anchorage, AK.
7. **Harvey, H.** (2017, Fall). Ask the expert: The tween and teen years. *Alaska Parent Magazine*, 22. Retrieved from http://www.alaskaparent.com/pages/ask_the_expert/teen.html#bullies.
8. ***Harvey, H.**, Ohle, K., & Leshan, S. (2017). *Examining the Alaska Development Profile: Results from rural Alaska*. Anchorage, AK: Author. Retrieved from <https://www.academia.edu/34453097/>.

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9. **Harvey, H.** (2016). *Reducing Challenging Behaviors in Young Children Using the PTR-YC Model*. Author. <https://www.academia.edu/34415109/>.
10. Ohle, K., **Harvey, H.**, & Leshan, S. (2016). *Examining the Alaska Developmental Profile: Results from the Anchorage School District*. Author. <https://www.academia.edu/34415116/>.
11. **Harvey, H.** (2016). *Early Childhood Special Education Evaluations: Parent Perspectives. Report Prepared for the Anchorage School District*. Author. <https://www.academia.edu/37343632>.
12. **Harvey, H.** (2015, April). Using authentic assessment in early childhood: Considerations for school psychologists. *The ASPA Review*. Alaska School Psychologist Association, pp. 13.

MANUSCRIPTS UNDER PEER REVIEW

1. Hiratsuka, V., Johnson, D., *Parker, P., **Harvey, H.**, ^Reed, D., Smith, C., ^Baldwin, M. & Ward, K. (under review). Fetal Alcohol Spectrum Disorders in public education settings: A scoping review. Submitted to *Journal of Special Education*.

Conference Activities

PEER-REVIEWED ORAL PRESENTATIONS

1. **Harvey, H.** (2024, April). *Expanding infant mental health workforce through Project BLENDS interdisciplinary training*. Invited plenary speaker, Alaska Infant, Child, and Youth Conference, Anchorage AK.
2. **Harvey, H.**, ^Johnson, M., *Thomas, E., & *Geider, A. (2023, February). *Applying the Pyramid Model framework in early childhood programs to support social-emotional development*. Presented at the Alaska Statewide Special Education Conference. Anchorage, AK.
3. **Harvey, H.** (2023, April). *Project BLENDS: Building Capacity for Interdisciplinary Collaboration Among Alaska-Based Related Services Providers*. Presented at the Plenary Session for the Alaska Infant and Early Childhood Mental Health Conference. Online Presentation.
4. **Harvey, H.**, & ^Petticrew, E. (2022, March). *Nquayht'ana Tuh: Our community place*. Presented at the Infant and Early Childhood Mental Health Consultation Conference: Equity from the Start. Online conference.
5. **Harvey, H.**, Allen, M., & Moore, C. (2022, April). *Project BLENDS: Building Capacity for Interdisciplinary Collaboration Among Alaska-Based Related Services Providers*. Presented at the Plenary Session for the Alaska Infant and Early Childhood Mental Health Conference. Online Presentation.
6. **Harvey, H.**, Hiratsuka, V., Reed, D., Paulsen, P., Smith, C., & Ward, K. (2022, February). *Educator survey and caregiver perspectives on students with Fetal Alcohol Spectrum Disorders in Alaska's educational systems*. Presented at the Alaska Statewide Special Education Conference. Anchorage, AK.
7. **Harvey, H.**, Allen, M., Moore, C., & Young C. (2022, February). *Project BLENDS: Building capacity for interdisciplinary collaboration among Alaska-based related service providers*. Presented at the Alaska Statewide Special Education Conference. Anchorage, AK.
8. Hiratsuka, V., Harvey, H., Reed, D., & Johnson, D. (2022, January). *Educator survey and caregiver perspectives on students with Fetal Alcohol Spectrum Disorders in Alaska's educational systems*. Presented at

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the 2022 Alaska Health Summit for the Intersection of Public Health and Public Safety, Alaska Native Health Consortium. Online Conference.

9. **Harvey, H.**, *Craig, B., ^Moyers, K., & *Guerrero, K. (2020, February). *Hearing family voices: Strategies and approaches for engaging in family-centered practices*. Presented at the Anchorage Association for the Education of Young Children Annual Conference. Alaska, AK.
10. **Harvey, H.**, ^Suralta, B., Hirshberg, D., & *Alvarez, E. (2020, February). *Improving childcare outcomes research and culturally responsive practices*. Presented at the Anchorage Association for the Education of Young Children Annual Conference. Alaska, AK.
11. **Harvey, H.**, *Craig, B., & ^Ball, K. (2019, February). *Embedded learning opportunities in the context of place-based play: We got this!* Presented at the Anchorage Association for the Education of Young Children Annual Conference. Alaska, AK.
12. **Harvey, H.** & ^McManamin, M. (2019, February). *Using embedded learning opportunities in inclusive preschool settings*. Presented at the Alaska State-wide Special Education conference. Anchorage, AK.
13. **Harvey, H.**, & *McKay, K. (2018, February). *Using Prevent-Teach-Reinforce for Young Children to Address Challenging Behaviors: Applications in Early Childhood*. Presented at the Alaska State-wide Special Education conference. Anchorage, AK.
14. **Harvey, H.**, ^Petticrew, E., ^Amos, B., ^Scott, L., & *Shields, O. (2018, January). *Stories from Cook Inlet Native Head Start Yup'ik Immersion Head Start Preschool: Successes and Challenges*. Presented at the Anchorage Association for the Education of Young Children Conference. Anchorage, AK.
15. Ohle, K., & **Harvey, H.** (2017, April). *The Alaska Developmental Profile: Perceptions of a state-mandated kindergarten screening tool*. Paper presented at the American Educational Research Association Annual Conference. San Antonio, TX.
16. **Harvey, H.**, & *McKay, K. (2017, February). *Prevent-teach-reinforce model for young children: Results from a single-case design study*. Paper presented at the National Association of School Psychologists Annual Conference. San Antonio, TX.
17. **Harvey, H.**, Ohle, K., & *Leshan, S. (2017, January). *Authentic assessment in the early childhood classroom*. Presented at the Anchorage Association for the Education of Young Children. Anchorage, AK.
18. **Harvey, H.**, *Akins, C., & *Lee, B. (2017, January). *Using social stories to promote social-emotional development*. Presented at the Anchorage Association for the Education of Young Children. Anchorage, AK.
19. Ohle, K, **Harvey., H.**, & *Leshan, S. (2016, November). *Do mandatory assessments impact instruction? Looking at the Alaska Developmental Profile as a case study around kindergarten readiness*. Paper presented at the National Association for the Education of Young Children Annual Conference. Los Angeles, CA.
20. **Harvey, H.**, & Ohle, K. (2016, October). *Results from understanding the Alaska Developmental Profile: Implications for authentic assessment and how we support educators*. Presented at the Alaska Annual Principals Conference. Anchorage, AK.
21. **Harvey, H.**, *Lee, N., & *Bowe, N. (2016, January). *Embedded learning opportunities: Integrating developmental goals across the curriculum*. Presented at the Anchorage Association for the Education of Young Children. Anchorage, AK.

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22. **Harvey, H.** (2015, October). *Developing a behavior intervention plan using the Prevent-Teach-Reinforce for Young Children model*. Presented at the Annual International Division for Early Childhood conference. Atlanta, GA.
23. **Harvey, H.** (2015, February). *Executive function skills as predictors of early mathematics in preschool children*. Paper presentation presented at the National Association of School Psychologists Annual Conference. Orlando, FL.
24. **Harvey, H., & Kinnavey-Wennerstrom, E.** (2015, January). *An overview of the Parents Interacting with Infants (PIWI) model*. Presented to the Anchorage Association of Education for the Young Child Annual Conference, Anchorage, AK.
25. **Harvey, H., Koshak, M., Allen, B., & Miller, G.** (2011, February). *Early math assessments: A review of current measures*. Paper presentation presented at the National Association of School Psychologists Annual Conference. San Francisco, CA.
26. **Harvey, H.** (2011, February). *Executive function assessment in young children*. Paper presentation presented at the National Association of School Psychologists Annual Conference. San Francisco, CA.
27. **Harvey, H. & Albanes, J.** (2008, October). *Executive Functioning Assessment and Intervention within the RTI Model*. Workshop presented at the Colorado Society for School Psychologists. Beaver Creek, CO.
28. Logue, M., & **Shelton, H.** (2007, November). *Promoting preschool literacy and social awareness through superhero play*. Workshop presented at the National Association for the Education of the Young Child. Chicago, IL.

PEER-REVIEWED POSTER PRESENTATIONS

1. **Harvey, H., Allen, D., & Moore, C.** (2024, September). *Infusing Infant Mental Health Competencies into an Interdisciplinary Graduate Training Program*. Poster presented at the Division for Early Childhood Conference. New Orleans, LA.
2. **Harvey, H., Allen, D. & Moore, C.** (2024, August). *Project BLENDS: Building Capacity for Interdisciplinary Collaboration Among Alaska-Based Related Services Providers*. Poster presented at the Office of Special Education Project Directors Conference. Washington, DC.
3. **Harvey, H., & Russell, R.** (2024, February). *Collaborative development of a school psychology graduate training program to advance social justice and equity*. Poster presented at the Annual Trainer of School Psychologists Conference. New Orleans, LA.
4. **Harvey, H., Hirshberg, D., & *Pierce, J.** (2021, April). *Development of the guidelines for culturally responsive practice in birth to five settings* [Poster presentation]. Society for Research in Child Development Biennial Conference. Online conference.
5. **Harvey, H., *Alvarez, E., & *Ogin, K.** (2020, October). *Infusing infant and early childhood mental health competencies into a graduate psychology program*. [Poster presentation]. Western Psychological Association. Online Conference.
6. **Harvey, H., Dunlap, G., & *McKay, K.** (2019, April). *Primary and secondary effects of Prevent-Teach-Reinforce for young children*. [Poster presentation]. National Training Institute for Effective Practices with Young Children with Challenging Behaviors. St. Petersburg, FL.

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7. **Harvey, H.**, ^Kumpala, M., & ^Meyers, R. (2018, October). *Prevent-Teach-Reinforce for Young Children: Teachings from the Field*. [Poster Presentation]. Presented at the Division for Early Childhood Annual International Conference. Orlando, FL.
8. **Harvey, H.**, & Linder, T. (2017, October). *Transdisciplinary Play-based assessment: Lessons from the field*. Poster presented at the International Division for Early Childhood Annual Conference. Portland, OR.
9. **Harvey, H.** (2015, October). *Alaska school psychology needs assessment*. Poster presented at the Alaska School Psychologist Association conference. Anchorage, AK.
10. **Harvey, H.** & Kane, A. (2009, February). *It's a small world after all: Perspectives on the field*. Poster presented at the National Association of School Psychologists Annual Conference. Boston, MA.
11. **Shelton, H.** (2007, March). *Infant Mental Health Training Standards, Programs, and Competencies: Where does Colorado fit?* Poster presented at the Colorado Association of Infant Mental Health Conference, Denver, CO.
12. **Shelton, H.** (2006, November). *Media influences of preschool children's social competence development*. Poster presented at the National Association for Education of the Young Child. Atlanta, GA.

Invited National Presentations

1. Hiratsuka, V., & **Harvey, H.** (2022, October). *People, time, and money: Qualitative research design considerations*. Invited presentation at the Applying Mixed Methods and Qualitative Approaches to Social Policy Questions Conference, Office of Planning, Research and Evaluation, U.S. Department of Health and Human Services, Office for the Administration of Children and Families. Online Presentation. <https://opremethodsmeeting.org/wp-content/uploads/2022/09/Hiratsuka-People-Money-Time.pdf>
2. ^Suralta, B., & ^Wirz, C., & **Harvey, H.**, (2022, April). *Measuring and supporting child-teacher interactions in a Tribal Head Start Setting*. Invited presentation at the Child Care Block Development Grant National Webinar, Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services, Office for the Administration of Children and Families. <https://www.acf.hhs.gov/opre/training-technical-assistance/webinar-measuring-and-supporting-child-teacher-interactions>
3. **Harvey, H.** & ^Johnson, M. (2020, December). *Culturally and linguistically responsive family partnerships: Updates in Alaska's Learn and Grow system*. Presented at the National Annual Preschool Development Grant Birth-Five Convening of States, U.S. Department of Health and Human Services, Administration for Children and Families. https://childcareta.acf.hhs.gov/sites/default/files/new-occ/resource/files/2.1.4_pdgannualmeetingsummary_acc.pdf
4. **Harvey, H.**, Hirshberg, D., & ^Suralta, B. (2020, July). *Fostering culturally-responsive teaching in early learning for Indigenous children in Alaska*. Presented at the Childcare Development Block Grant Implementation Research and Evaluation Grantees Community of Practice Web Conference, Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services, Office for the Administration of Children and Families.
5. **Harvey, H.**, & *McKay, K. (2019, April). *Primary and secondary effects of Prevent-Teach-Reinforce for Young Children*. Invited poster presentation at the National Training Institute on Effective Practices for Young Children with Challenging Behaviors. St. Petersburg, FL. https://www.academia.edu/45160748/Primary_and_Secondary_Effects_of_Prevent_Teach_Reinforce_for_Young_Children_PTR_YC

Grants and Awards

CURRENT FUNDED PROJECTS

School Psychology Program Development (PI) (2024 – current).

School Psychology Program Development (PI) (2023 – 2024)

Aim: To develop a school psychology graduate program, funding to support focus groups, statewide needs assessment, full-time graduate student assistant, and curriculum consultants.

Community Partners: Anchorage School District, Matsu Borough School District, Fairbanks School District, Alaska Department of Education and Early Development

Funding Source: Alaska Mental Health Trust Authority
\$87,500.00

Building Workforce Capacity for Children's Mental Health Services: An Inter-College and Community Collaboration. (PI) (2023 – 2024)

Aim: To build workforce capacity in children's mental health services. Provides undergraduate students tuition scholarships to enroll in children's mental health course and Children's Mental Health minor.

Campus and Community Partners: Kathi Trawver, School of Social Work, Alaska Mental Health Trust Authority

Funding: Faculty Initiative Fund, University of Alaska Office of Academics, Student, and Research.
\$30,000.00.

Alaska Statewide Pyramid Model Leadership Team Development Funds. (PI) (2022 – Present).

Aim: To develop and co-lead the Alaska Statewide Pyramid Model Leadership Team

Community Partners: thread Alaska, DEED, DHS, AK-Infant and Early Childhood Mental Health, Alaska Mental Health Trust Authority

Funding: Alaska Department of Health and Human Services, Office of Childcare.
\$16,000.

Project BLENDS: Building Capacity for Interdisciplinary Collaboration among Alaska-Based Early Childhood Related Service Providers. (PI) (2021 – Present).

Aim: To develop and sustain an Alaska-based interdisciplinary training model across the disciplines of social work, psychology, speech-language pathology, and occupational therapy (available UAA graduate programs) to support infants, young children who experience disabilities or who are at-risk for disabilities and their families

Campus Partners: School of Social Work, Speech – Language Pathology, Occupational Therapy

Community Partners: thread Alaska, DEED, DHS, AK-Infant and Early Childhood Mental Health

Funding: U.S. Department of Education, Office of Special Education.
\$1,136,786.00

Cook Inlet Tribal Council Improving Child Care Outcomes Research (ICOR). (Co-PI) (2018-2023)

Aims: Improve culturally-relevant practices in a Tribal Early Head Start program and develop an assessment tool using participatory-based research to measure change in practice and guide culturally-reflective practices

Community Partners: Cook Inlet Tribal Council, Clare Swan Early Head Start, thread Alaska,

Funding: U.S. Department of Health and Human Services for the Administration of Children and Families, Office of Planning, Research, and Evaluation.
\$852,388.00

OTHER FUNDED GRANTS AND AWARDS

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FASD Data Systems Development. (Project Personnel) (2021-2022). Alaska Mental Health Trust Authority. Collaboration with Center for Human Development, Alaska Center for Justice, and UAA Public Health. RFP 21-007M FASD Systems Data Development.
\$245,810.00

Project SAID: Serving Alaska's Infants and Toddlers with Disabilities. (PI) (2019 – 2020)
Faculty Initiative Fund, University of Alaska. Collaboration with H. Batchelder at the University of Alaska Southeast.
\$29,000.00

INNOVATE Award for Project BLENDS federal grant submission. (PI) (2020) UAA Office of Sponsored Programs, Office of Research. [Intramural]
\$10,000.00

Selkregg Grant: [Bridging Efforts in Early Childhood Yup'ik Immersion Programming](#) (PI) (2018 – 2019)
UAA Center for Community Engagement and Learning. [Intramural]
\$5,000

Social Story Apps and Hybrid Models in Early Childhood Education (PI) (Fall 2015). Academic Innovations and eLearning Technology Innovation Grant, University of Alaska Anchorage. [Intramural]
\$1400

Service to the Department and University

Coordinator, Graduate Certificate in Children's Mental Health, Department of Psychology, College of Arts and Sciences, 2020 – Present

Chair, Psychology Department Faculty Peer Review, College of Arts and Sciences, 2020 – 2022

Co-Facilitator, Community-Engaged Research Fellows, Center for Community Engagement and Learning, 2021 – 2022

Program Lead, Early Childhood Special Education, College of Education, 2018 – 2020

Program Lead, Early Childhood Education, College of Education, 2017 – 2018

Program Review Member, *Speech-Language Pathology Post-Bac*, Fall 2018

Chair, Standing Rules and Practices, College of Education, 2015 – 2016

Member

Clinical Training Committee, MS Program in Clinical Psychology, 2019 – 2023

Children's Mental Health Minor, 2019 – Present

School of Education Peer Review Committee – 2019 – 2020

Search Committee for Tenure-Track Assistant Professor for MS in Clinical Psychology, 2022

Undergraduate Studies Curriculum Committee, Department of Psychology, 2019 – 2022

Behavioral Sciences Conference of the North, Student Presentation Judge, Spring 2016 & Spring 2022

Psychology Department Faculty Peer Review, College of Arts and Sciences, 2019 – 2020

Graduate Certificate in Children's Mental Health, 2018 – 2020

Chancellor's Search Committee, 2017 – 2018

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Library Advisory Committee, 2015 – 2017

CAEP Accreditation Self-Study Committee, 2016 – 2017

College of Education Standing Rules and Practices, 2014 - 2015

University Campus Presentations (n=13)

1. **Harvey, H.** (2024). *Developing Interdisciplinary Proposals Across Disciplines and Colleges*. Oral presentation at UAA Faculty Research and Creative Activity Seminar, March 2024.
2. **Harvey, H.**, Allen, M. D., & Moore, C. (2023). *Project BLENDS 2-year outcomes*. Poster presented at the UAA Faculty Research and Creative Activity Showcase, October 2023.
3. *Russell, R., & **Harvey, H.** (2023). *Initial results from family caregiver focus groups and statewide school psychology needs assessment*. Presented to the Psychology Department Faculty. November, 2024.
4. **Harvey, H.** (2023, April). *Developing interdisciplinary proposals across programs and colleges: Lessons learned from Project BLENDS*. Presented at the Faculty Research and Creative Activity Seminar (FRACAS), UAA Office of Research.
5. **Harvey, H.** (2022, July). *Project BLENDS*. Poster presented at the UAA Chancellor's Industry and Research Showcase. Anchorage, AK.
6. Howell, B., & **Harvey, H.** (2021, May). *Faculty Research Fellows Program*. Presentation at the UAA Center for Community and Engagement and Learning Annual Community Forum.
7. **Harvey, H.**, & Buckingham, S. (2021, February). *Self-care for college educators*. Presented at the UAA ACIDLITE eLearning Luncheon.
8. **Harvey, H.**, & Buckingham, S. (2021, January). *Self-care for college educators*. Presented at the UAA Café Winter Teaching Academy.
9. **Harvey, H.** (2019). *Collaborative continuing education with Anchorage School District preschool program*. Presented at Rapid Fire Session, Urban and Rural in Alaska Community Engagement Conference.
10. **Harvey, H.**, Petticrew, E., & Scott, L. (2019). *Enhancing family-engagement in Yup'ik immersion preschool: A collaboration with Cook Inlet Native Head Start and UAA*. Presented at Urban and Rural in Alaska Community Engagement Conference.
11. **Harvey, H.** (2016, October). *Reducing challenging behaviors in preschool children*. Invited rapid-fire presentation at Urban and Rural in Alaska, UAA Center for Community Engagement and Learning.
12. **Harvey, H.**, & Ohle, K. (2016, October). *Understanding the Alaska Developmental Profile*. Invited rapid-fire presentation at Urban and Rural in Alaska, UAA Center for Community Engagement and Learning.
13. Ohle, K., & **Harvey, H.** (2016, April). *Examining the Alaska Developmental Profile*. Poster presented at the University of Alaska Anchorage Faculty Research and Creative Activity Symposium.
14. **Harvey, H.** (2015, November). *Learning through play*. Invited rapid-fire presentation at Urban and Rural in Alaska, UAA Center for Community Engagement and Learning.
15. **Harvey, H.**, Ohle, K., Hsiao, W., & Roth, K. (2015, April). *Early Childhood Creative Activities Fair*. Poster presented at UAA Faculty Research and Creative Activity Showcase.

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16. **Harvey, H.** (2015, October). *School readiness across the community*. Invited presentation at UAA Faculty Development Day.

Service to the Community - Professional Development & Workshops

Invited Speaker, Alaska Youth and Safety Conference,

Invited Speaker, *Youth Mental Health Roundtable with U.S. Surgeon General*. Hosted by Senator Sullivan and Chancellor Parnell. June 2023

Presenter, *Connection Before Compliance: Therapeutic Approaches to Working with Children*. 3- Hour professional development workshop for Community and Behavioral Services, Central Council of Tlingit and Haida Indian Tribes of Alaska. February 2022

Presenter, *Care and compassion in COVID: Moving Forward Together*. 2- Hour Workshop presented to Cook Inlet Native Head Start Staff Development. October 2021

Course Instructor, *ED A556: Social and Emotional Learning within Teacher Education Programs*. 1-credit course for UAA School of Education faculty. Fall 2021

Course Instructor, *EDSE 590: Implementing Evidence-based Practices in the Preschool Classroom Through the Use of Coaching*. Professional Learning Group, 1-credit course for Anchorage School District Preschool teachers. Fall 2019.

Presenter, *Children's Behavioral Health Careers*. Online presentation for the Illisagvik's Behavioral Health Camp. Summer 2020.

Course Instructor, *EDSE 590: Blended Practices for Supporting Diverse Learners in the Preschool Classroom*. Professional Learning Group, 1-credit course for Anchorage School District Preschool teachers. Fall 2018

Presenter, *Embedded Learning in the Preschool Classroom*, ½ day workshop presented to Anchorage School District Preschool teachers. Fall 2018

Presenter, *Parent Coaching 101 for Challenging Behaviors*, 2-hour presentation for Thread Alaska. Fall 2018

Co-Instructor, *EDSE 590: Selecting the Right Academic, Behavioral, and Social-Emotional Interventions and Measuring Efficacy*, 1-credit course for School Psychologists. Fall 2017

Presenter, *Using Authentic Assessment in the Kindergarten Classroom*. Full-day in-service presentation for Anchorage School District Kindergarten teachers and teaching assistants. August 2016

Co-Instructor, *EDC 590: Implementing the Creative Curriculum*. Professional Learning Group, 1-credit course for Anchorage School District Preschool teachers. Fall 2016

Co-Instructor, *EDSE 590: Intervention Supports for Children with Neurological Brain-based Disorder and Anxiety*, 1-credit course for School Psychologists. Fall 2016

CURRICULUM VITA

Instructor, *EDC 590: Learning Through Play*. Professional Learning Group, 1-credit course for Anchorage School District Preschool teachers. Fall 2015

Instructor, *Learning through play: Engaging preschool teachers*. Full day workshop presented for Anchorage School District In-Service Training for preschool teachers. Fall 2016

Co-instructor, *EDSE 590: Assessment of Culturally and Linguistically Diverse Learners*, 1-credit course for school psychologists. Fall 2015

Service to the Profession

Member, Alaska Infant and Early Childhood Mental Health Consultation Group (2024 – present). Alaska Infant and Early Childhood Mental Health Association.

External Reviewer for Promotion to Professor (2023) for Dr. Serra Acar, Department of Special Education, University of Massachusetts Amherst.

Member, Anchorage School District Advisory Board – System to Support Wellness (2023-2024). Anchorage School District group focused on an integrative system to support youth mental health.

Member for Alaska, State Leadership Collaborative (2023). National Center for Pyramid Model Innovations, University of South Florida.

Member, National Center for Pyramid Model Innovations Cohort Fellowship (2023). National Center for Pyramid Model Innovations, University of South Florida.

Task Force Member, Alaska School Safety Task Force for Mental Health, Alaska Department of Health, 2023 – Present

Co-Coordinator and Member, Alaska Statewide Pyramid Model Leadership Team, Alaska Department of Education and Early Development, Alaska Department of Health, thread Alaska, 2022 – 2024

Board Member, Programs for Infants and Children (PIC), AK Infant Learning/Early Intervention Program, Anchorage, AK 2022 – Present

Committee Member, Alaska Governor's Council on Special Education – Intercoordinating Council (ICC) for Early Intervention, 2018 – Present

Editorial Board Member, ^{^^}Topics in Early Childhood Special Education (10 reviews), 2018 – Present

Committee Member, Alaska Relationship-Based Professional Development workgroup, Thread Alaska, 2019 - 2020

Committee Member, Alaska Child Learning and Instructional Measures for Bridging Success (CLIMBS) Workgroup, Alaska Department of Education and Early Development, 2018

Committee Member, Maternal Infant and Early Childhood Home Visiting Advisory Board, Cook Inlet Tribal Council, Anchorage AK 2017 – 2018

Continuing Education Coordinator, Alaska School Psychologists Association, 2015 - 2017

CURRICULUM VITA

Reviewer, Nationally Credentialed School Psychologist Portfolios, National Association of School Psychologists, 2014 - 2017

President-Elect & President, Alaska School Psychologist Association, 2014 - 2016

Committee Member, United Way Kindergarten Readiness Network Charter, Anchorage AK, 2014 - 2016

Conference Proposal Reviewer, (2022, 2021)
Division for Early Childhood Conference

Invited Peer Reviewer

^^Early Education and Development (3 reviews)

^^Early Childhood Research Quarterly (1)

^^Journal of Early Intervention (1)

Polar Geography (early childhood issue) 1)

Professional Memberships

- ☐ Alaska Association for Infant and Early Childhood Mental Health
- ☐ Council for Exceptional Children, Division for Early Childhood
- ☐ American Psychological Association
- ☐ National Association for the Education of Young Children
- ☐ National Association of School Psychologists
- ☐ Alaska School Psychologists Association

Anastasiia Iun

PhD, LP, BCBA-D, NCSP

Assistant Professor at the University of Alaska
Anchorage.

907-706-1718

Ph.D. in Counseling and School Psychology, School Psychology track, with expertise in Applied Behavior Analysis and counseling. Experienced in counseling, educational assessment, behavioral interventions, and social-emotional learning. Skilled in clinical practice, research, and teaching across diverse settings.

aiun@alaska.edu

Education

Ph.D. in School Psychology

University of Massachusetts Boston at Boston, MA, USA

Aug 2018 -
May 2023

APA-Accredited, NASP-Approved

Dissertation title: Implementation of Tuning In To Kids Social-emotional Learning Program In The Kyrgyz Republic

Certificate in Applied Behavior Analysis

Clemson University at Clemson, South Carolina

Aug 2016 -
May 2017

M.A. with Honors in Applied Psychology, Counseling Psychology

American University for Central Asia at Bishkek, Kyrgyzstan

Aug 2015 -
May 2017

Thesis title: Understanding of social interactions: Construction of social hierarchy and personal preferences

G.P.A. 3.97/4.0

Dual B.A. with Honors in Psychology

American University for Central Asia / Bard College at Bishkek, Kyrgyzstan / Annandale-on-Hudson, NY, USA

Aug 2011 -
May 2015

Thesis title: Adjustment in First Year College Students: Psychosomatic

Signs of Affective Problems G.P.A. 3.89/4.0

CERTIFICATION AND LICENSURE

Licensed Psychologist (License #1169)

2024 - Present

License of Applied Behavior Analyst (License: #LABA10000477)

2023 - Present

Nationally Certified School Psychologist (Certification # 67004)

2023 - Present

Board Certified Behavior Analyst-D (Certificate #: 1-19-37054)

2024 - Present

Board Certified Behavior Analyst (Certificate #: 1-19-37054)

2019 - 2024

Employment history

Psychology Fellow, Postdoctoral Fellowship

Sep 2023 - Oct 2024

Children's Nebraska Hospital at Omaha, Nebraska

- Conducted psychotherapy, enhancing patient outcomes through personalized treatment plans.
- Assessed developmental disorders and collaborated with multidisciplinary teams to implement effective interventions.
- Led Parent-Child Interaction Therapy (PCIT), fostering improved family dynamics and child behavior.
- Compiled comprehensive psychological reports, ensuring accurate and detailed patient documentation.
- Engaged with mental health professionals, educators, and legal professionals to support holistic patient care and advocacy.
- Conducted comprehensive psychological assessments, integrating findings to develop individualized treatment plans for improved outcomes.
- Participated in multidisciplinary team meetings, synthesizing diverse perspectives to create holistic intervention strategies for complex cases.
- Implemented innovative therapeutic techniques, adapting methods to meet unique patient needs and enhance treatment efficacy.
- Provided crisis intervention, offering immediate support and developing long-term coping strategies for patients and families.
- Tracked and analyzed patient progress metrics, using data-driven insights to refine treatment approaches and maximize therapeutic impact.
- Fostered strong partnerships with educators and legal professionals to enhance comprehensive patient care and advocacy in various settings.

Mental Health Counselor, volunteer

Dec 2022 - Aug 2023

Israeli project on psychological support for Ukraine at Ukraine

- Collaborated with mental health professionals, improving client care and referral processes. Referred clients to appropriate services, ensuring access to necessary psychological support.
- Completed ongoing training in crisis support, enhancing skills for wartime psychological care.
- Delivered crisis telehealth support to Ukrainians during wartime, fostering resilience and mental well-being across diverse age groups
- Implemented targeted interventions, measurably improving clients' coping mechanisms and emotional stability in high-stress environments

Mental Health Counselor, volunteer

Dec 2022 - Aug 2023

TellMe at Ukraine

- Delivered crucial psychological support to Ukrainians during wartime, fostering resilience and mental well-being through telehealth services across ages.
- Collaborated with counselors, improving client care through shared insights.
- Referred clients to TellMe, ensuring continued support and resource accessibility.

- Adapted counseling techniques for remote delivery, ensuring effective therapy despite geographical and technological barriers.

Mental Health Counselor, volunteer

Dec 2022 - Aug 2023

Vartozhyty at Ukraine

- Delivered critical telehealth support to Ukrainians during wartime, fostering resilience and mental well-being across all age groups.
- Collaborated with mental health professionals to enhance client care and referral processes.
- Referred clients to Vartozhyty for additional support, ensuring comprehensive care.

Predoctoral Intern

Jun 2022 - Aug 2023

Nebraska Internship Consortium for Professional Psychologists (NICPP), Department of Health and Human Services of Nebraska (DHHS), APA-Accredited at Omaha, Nebraska

- Supported providers and treatment teams in managing high-risk behavioral issues within the community.
- Offered consultations and comprehensive assessments to inform individualized care plans.
- Conducted Functional Behavior Assessments (FBA) to identify behavioral patterns and needs.
- Developed and assisted in implementing Behavior Support Plans (BSP) to address specific behavioral challenges.
- Performed various diagnostic assessments to aid in accurate diagnoses and interventions.
- Reviewed and evaluated exception funding requests for developmental disability services.
- Assessed applications for eligibility for government-funded developmental disability services, including reviewing records, administering autism spectrum disorder screeners, and conducting adaptive assessments.
- Conducted initial risk, evaluation, and eligibility assessments to determine potential developmental disability diagnoses and evaluated risks of harm to others, guiding treatment recommendations under the Developmental Disability Court-Ordered Custody Act (DDCOCA).
- Collaborated with DDCOCA treatment teams to monitor progress and participated in ongoing hearings and treatment discussions.
- Provided psychological therapy and behavioral services to individuals aged 20-80 at the state-operated Intermediate Care Facility for Individuals with Developmental and/or Intellectual Disabilities (ICF-ID/DD) at the Beatrice State Developmental Center (BSDC).
- Served on the Diversity and Equity Committee at the Nebraska Internship Consortium for Professional Psychologists (NICPP), promoting inclusive practices and equitable care.

Advanced Doctoral Practicum Student

Sep 2021 - May 2022

May Institute at Omaha, Nebraska

- Conducted Functional Behavior Assessments (FBA) and assisted in their completion.
- Provided consultation to teachers regarding ABA services in a large, urban school district.
- Trained ABA personnel on behavior analysis techniques and strategies.
- Utilized the Behavioral Consultation model and applied the Conjoint Behavioral Consultation model when appropriate. Consultation sessions involved collaborating with teachers, providing feedback, collecting data, and offering clinical support.
- Worked with children who had different developmental disabilities across diverse racial, ethnic, and linguistic backgrounds.
- Collaborated with school and agency staff to assess and enhance educational programs for children and adolescents with developmental disabilities, autism spectrum disorder (ASD), behavioral disorders, attention-deficit hyperactivity disorder (ADHD), neurological disorders, and multiple disabilities, often with co-occurring mental health issues.

- Assisted with Functional Behavioral Assessments (FBA).
- Assisted in developing and implementing Behavior Support Plans (BSP) and educational plans.
- Collaborated with Individualized Education Program (IEP) teams.
- Participated in IEP meetings.
- Assisted with progress monitoring, data collection, analysis, and data-based decision-making.
- Assisted with psycho-educational, social skills, behavioral, and developmental assessments.
- Provided and assisted with Response to Intervention (RTI) consultations.
- Provided and assisted with classroom and high-risk case consultations.
- Collaborated with school providers.
- Assisted with program evaluations.
- Provided and assisted with system-wide consultations.

Doctoral Practicum Student

Sep 2020 - Jun 2021

Henry Grew School, K-8 at Boston, Massachusetts

- Provided counseling and psychoeducation, including social-emotional learning and self-regulation skills, to students with IEPs or those needing Tier 3 support.
- Co-facilitated Student Support Team (SST) meetings, which involved preparing the agenda, revising it, and distributing it to team members before the meetings.
- Participated in Comprehensive Behavioral Health Model meetings and IEP meetings.
- Engaged in virtual observations of psychoeducational assessments, parent and teacher interviews, and supported psychoeducational report writing.

Doctoral Practicum Student

Sep 2019 - Jun 2020

Blackstone School at Boston, Massachusetts

- Observed and independently conducted cognitive and educational assessments; participated in and supported teacher and parent interviews.
- Supported psychoeducational report writing, including record reviews, analysis of previous reports, and case conceptualization.
- Participated in IEP and Student Support Team (SST) meetings.
- Provided counseling to children with various needs, including psychoeducation on social-emotional skills, self-regulation skills, play therapy, cognitive-behavioral therapy (CBT), and autism spectrum disorder (ASD) counseling groups for those entitled to counseling in their IEPs or needing Tier 2 or Tier 3 supports.
- Independently conducted behavior observations, including Functional Behavior Assessments (FBA) and Behavioral Observation of Students in Schools (BOSS); conducted interviews with teachers, parents, and school administrators; and wrote behavioral reports.
- Developed Behavior Intervention Plans (BIPs) based on data collected during Functional Behavior Assessments and Behavioral Observations of Students in Schools.

Pre-practicum Student

Sep 2018 - Dec 2018

Lee Academy Pilot, Charles H Taylor School at Boston, Massachusetts

- Developed familiarity with various cognitive assessments and psychoeducational report writing.
- Observed cognitive assessments, as well as teacher and parent interviews.
- Participated in Individualized Education Program (IEP) meetings.
- Observed counseling sessions with students experiencing diverse needs, including anxiety, depression, autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), and social-emotional difficulties.

ABA trainer, ABA therapist, mental health counselor

Mar 2018 - Jul 2018

Logos at Aktau, Kazakhstan

- Conducted needs assessments, developed training plans, and delivered training for ABA therapists through lectures, role-plays, and applied assignments; continuously assessed their skills, monitored progress, observed therapy sessions with children, provided performance feedback, and assisted with behavior development plans.
- Developed and delivered ABA training sessions for parents of children with autism spectrum disorder (ASD) and other special needs.
- Provided individual therapy to children with special needs, including skills assessments, development of behavioral plans, progress graphing, and skills monitoring.
- Provided psychological counseling to children with diverse needs.
- Facilitated professional meetings to support collaboration and training goals.

School Psychologist, Applied Behavior Analysis (ABA) Therapist

Nov 2017 - Mar 2018

Ruka v Ruke at Bishkek, Kyrgyzstan

- Provided individual therapy to children with special needs, including skills assessments, development of behavioral plans, graphing progress, and skills monitoring.
- Delivered individual parent training in Applied Behavior Analysis (ABA).
- Developed and conducted ABA training sessions for parents of children with autism spectrum disorder (ASD) and other special needs.
- Conducted needs assessments, created training plans, and delivered training for ABA tutors through lectures, role-plays, and applied assignments; continuously assessed their skills, observed therapy sessions, and provided performance feedback.
- Assisted teachers in instructing children with special needs and in implementing group and individual behavior plans.
- Assisted in developing and independently created educational materials tailored to each child.
- Shadowed children who required an ABA tutor.
- Supervised clinical work, including both individual and group therapy, and developed behavioral intervention plans.
- Designed and implemented psychological interventions for children with special needs.
- Provided psychological support to schoolteachers seeking consultations from *Ruka v Ruke*.
- Conducted psychological and behavioral observations of children with special needs at *Ruka v Ruke* and in schools; authored psychological and behavioral reports.
- Conducted intake interviews with prospective patients or clients.
- Provided psychological support and consultations to parents and family members of children with special needs.

Clinical Director Assistant of Intensive Therapy Division and Intensive Consultations for Parents Division, ABA therapist

International Child Development Center "ABC" at Astana, Kyrgyzstan

Aug 2017 - Oct 2017

- Supervised all clinical work in the center, including individual and group therapy, and developed behavioral intervention plans.
- Conducted needs assessments, created training plans, and delivered training for ABA therapists through lectures, role-plays, and applied assignments; continuously assessed their skills, monitored progress, observed therapy sessions with children, and provided performance feedback.
- Developed and delivered ABA training sessions for parents of children with autism spectrum disorder (ASD) and other special needs.

- Conducted intake interviews and provided individual therapy to children with special needs, including skills assessments, development of behavioral plans, progress graphing, and skills monitoring.
- Facilitated professional meetings to support coordination and training objectives.

Manager of Intensive Therapy Division, ABA therapist

Aug 2014 - Aug 2017

International Child Development Center "ABC" at Bishkek, Kyrgyzstan

- Supervised clinical work, including individual and group therapy, and developed behavioral intervention plans.
- Conducted needs assessments, created training plans, and delivered training sessions for ABA therapists through lectures, role-plays, and applied assignments; continuously assessed their skills, monitored progress, observed therapy sessions with children, and provided performance feedback.
- Delivered individualized ABA training to parents of children with autism spectrum disorder (ASD) and other special needs.
- Provided individual therapy to children with special needs, including skills assessments, developing behavioral plans, creating progress graphs, and monitoring skill acquisition.
- Facilitated professional meetings to support collaboration, training, and program development.

Research Experience

Graduate Research Assistant

University of Massachusetts Boston, Department of Counseling and School Psychology, Boston, MA, USA

Brian Daniels, Ph.D., Assistant Professor (Spring 2019 – Spring 2022)

- Led a research group and co-authored a manuscript titled *Understanding of Social Interactions: Construction of Social Hierarchy and Personal Preferences in Kyrgyz Schools*.
- Assisted with a systematic literature review on social-emotional learning (SEL) measuring tools in school psychology research, including data coding.
- Assisted with a literature review on the inclusion of social validity in school psychology research, performing article searches and data coding.

Amy L. Cook, Ph.D., Department Chair, Associate Professor, and Graduate Program Director of Counseling (Fall 2018 – Spring 2022)

- Led a research group and co-authored a manuscript titled *Transitioning to Higher Education: College Adjustment of International Students from Central Asia and South Asia*.
- Familiarized with the implementation of social-emotional learning through dialogic reading.
- Co-implemented dialogic reading as a social-emotional learning intervention with mixed-reality simulation; collected, coded, and analyzed data; contributed to manuscript writing; prepared poster presentations; and presented at various conferences.
- Analyzed qualitative data for the research project *Exploring Systems-Level Family Engagement Practices Across Elementary and PK-8 Schools*; assisted with presentation preparation and co-presented at the New England Educational Research Organization conference.

Melissa A. Collier-Meek, Ph.D., BCBA, Associate Professor (Fall 2018 – Spring 2021)

- Conducted studies on the acceptability of research methodologies.
- Assisted with data coding for a meta-analysis on the usability of acceptability in school psychology research.

- Supported research on school teams, including developing operational definitions, performing literature searches, coding data for interobserver agreement (IOA), and preparing data for IOA analysis.

Research Assistant

University of Massachusetts Boston, Department of Counseling and School Psychology, Boston, MA, USA

Rakhshanda Saleem, Ph.D., Lecturer (Fall 2016)

- Gained familiarity with structural violence by reading research articles, participating in research group discussions, and contributing to developing research ideas on structural violence.
- Assisted with grant seeking, grant writing, and the grant application process.
- Supported the development of research ideas and transcribed interviews.

Elena Kosterina, Ph.D. Candidate (Fall 2014)

- Assisted with participant recruitment and data collection for the dissertation research titled *Unexplained Gynecological Symptoms in Women with Experience of Gender-Based Violence in Kyrgyzstan*.

University of Arizona, Linguistics Department, Tucson, AZ, USA

Joshua Meyer, Ph.D. Candidate (Fall 2013)

- Assisted with conducting a research study on phonological processing in Kyrgyz-Russian bilinguals, including data collection for the development of the Kyrgyz language section for *Project Corpus*, participant recruitment, data entry, and data analysis.
- Gained familiarity with psycholinguistics.
- Assisted with participant recruitment and data collection for the dissertation research titled *Unexplained Gynecological Symptoms in Women with Experience of Gender-Based Violence in Kyrgyzstan*.

American University for Central Asia, Department of Psychology, Bishkek, Kyrgyzstan

Olga Yarova, M.A., Assistant Professor (Fall 2012)

- Assisted with conducting research on the current state of organizational psychology (HR) in Bishkek companies, including data collection, participant recruitment, data entry, and data analysis.

Supervisory experience

BCBA-Supervisor, Consultant

Apr 2023 – Aug 2024 (Virtual)

Teplo Center, Kyiv, Ukraine

- Provided individual supervision and mentorship to the Clinical Director.
- Delivered feedback on case conceptualization, assessment, parent consultation, intervention development and implementation, multicultural competence, ethical issues, systems-level processes, self-care, and professional identity development.
- Supplied therapists with necessary materials for professional development.

BCBA-Supervisor, Consultant

Sep 2022 – May 2023 (Virtual)

Start Center, Lviv, Ukraine

- Provided individual supervision to the Clinical Director, assisting with BCBA exam preparation.

- Delivered feedback on case conceptualization, assessment, parent consultation, intervention development and implementation, multicultural competence, ethical issues, systems-level processes, self-care, and professional identity development.
- Supplied therapists with necessary materials for professional development.

BCBA-Supervisor, Consultant

Sep 2022 – May 2023 (Virtual)

Kactus Center, Lviv, Ukraine

- Provided individual supervision to the Clinical Director.
- Delivered feedback on case conceptualization, assessment, parent consultation, intervention development and implementation, multicultural competence, ethical issues, systems-level processes, self-care, and professional identity development.
- Supplied therapists with necessary materials for professional development.

School Psychology University Supervisor

Fall 2021

University of Massachusetts, Boston, MA, USA

- Supervised three master's-level school psychology students in weekly small-group sessions.
- Provided feedback on case conceptualization, assessment, intervention, consultation, counseling, theoretical orientation, multicultural competence, ethical issues, systems-level processes, self-care, and professional identity development.
- Participated in weekly meta-supervision to enhance supervisory practices.

BCBA-Supervisor, Consultant

Mar 2021 – Dec 2021 (Virtual)

Hand in Hand, Bishkek, Kyrgyzstan

- Provided individual and group supervision to three ABA therapists with varied experience levels.
- Delivered feedback on case conceptualization, assessment, parent consultation, intervention development and implementation, multicultural competence, ethical issues, systems-level processes, self-care, and professional identity development.
- Supplied therapists with necessary materials for professional development.

BCBA-Supervisor, Consultant

Jun 2021 – May 2024 (Virtual)

Logus Centrum, Prague, Czech Republic

- Provided individual supervision to the Clinical Director.
- Delivered feedback on case conceptualization, assessment, parent consultation, intervention development and implementation, multicultural competence, ethical issues, systems-level processes, self-care, and professional identity development.
- Supplied therapists with necessary materials for professional development.

BCBA-Supervisor, Consultant

Jan 2020 – Dec 2021 (Virtual)

Belaya Vorona, Moscow, Russia

- Provided individual and group supervision to thirteen ABA therapists with varied experience levels.
- Delivered feedback on case conceptualization, assessment, parent consultation, intervention development and implementation, multicultural competence, ethical issues, systems-level processes, self-care, and professional identity development.
- Supplied therapists with necessary materials for professional development.

BCBA-Supervisor, Consultant

Sep 2020 – Aug 2021 (Virtual)

ABA All Day, Nur-Sultan, Kazakhstan

- Provided individual and group supervision to the Clinical Director and four ABA therapists with varied experience levels.
- Delivered feedback on case conceptualization, assessment, parent consultation, intervention development and implementation, multicultural competence, ethical issues, systems-level processes, self-care, and professional identity development.
- Supplied therapists with necessary materials for professional development.

BCBA-Supervisor, Consultant

Aug 2020 – Mar 2023 (Virtual)

Neuroflex, Kyiv, Ukraine

- Provided individual supervision to the leading ABA specialist of the center.
- Delivered feedback on case conceptualization, assessment, parent consultation, intervention development and implementation, multicultural competence, ethical issues, systems-level processes, self-care, and professional identity development.
- Supplied ABA therapists with necessary materials for professional development.

BCBA-Supervisor, Consultant

Oct 2019 – July 2022 (Virtual)

ABA Angel, Bukhara, Uzbekistan | Dreamberry, Tashkent, Uzbekistan

- Provided individual supervision to the Clinical Directors of both ABA centers.
- Delivered feedback on case conceptualization, assessment, parent consultation, intervention development and implementation, multicultural competence, ethical issues, systems-level processes, self-care, and professional identity development.
- Supplied ABA therapists with necessary materials for professional development.

Peer-reviewed publications

Iun, A., Molchanova, E., Molina, A. P., Sreekala, R., & Cook, A. L. (in press). Transitioning to higher education: College adjustment of international students within Central Asia and South Asia. *Educational Psychology*.

Xu, F., Gage, N., Zeng, S., Zhang, M., **Iun, A.**, O'Riordan, M., & Kim, E. (2024). The Use of Digital Interventions for Children and Adolescents with Autism Spectrum Disorder-A Meta-Analysis. *Journal of autism and developmental disorders*, 10.1007/s10803-024-06563-4. Advance online publication. <https://doi.org/10.1007/s10803-024-06563-4>

Brodsky, L., **Iun, A.**, Ervin, A., Cook, A. L., & Pearrow, M. (2023). Exploring systems-level family engagement practices across elementary and PK-8 schools. *Journal of Educational and Psychological Consultation*, 0(0), 1–29. <https://doi.org/10.1080/10474412.2023.2269389>

Cook, A. L., Murphy, K. M., Fallon, L. M., Ervin, A., **Iun, A.**, & Whitehouse, A. (2023). Exploring the application of dialogic reading strategies and mixed reality simulations in supporting social-emotional learning among young students in an after-school setting. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-023-00470-8>

Zhong, M., Qiu, J., Zhao, H., Xu, F., **Iun, A.**, Shen, M., & Zeng, S. (2023). Parental relationships and the social emotional and behavioral problem of children in China: Insights for the three-child policy. *Current Psychology*. <https://doi.org/10.1007/s12144-023-04706-x>

Daniels, B., Bender, S. L., Ballard, S., **Iun, A.**, & Fowler, D. (2021). Universal social, emotional, and behavioral screeners for preschool students: A systematic review. *Perspectives on Early Childhood Psychology and Education*, 6(2). <https://doi.org/10.58948/2834-8257.1019>

Monograph

Iun, A. & Gayevska, O. V. (2023). Complex model of ICC development in formal and informal educational settings via SEL framework. *Publishing House "Baltija Publishing."*
<http://baltijapublishing.lv/omp/index.php/bp/catalog/view/297/8260/17230-1>

Book Chapter

Iun, A. (2016). In pursuit of positivity. In Kim, H. S. (Eds.), *Next Generation Leadership*. (pp. 165-174). Acumen. ISBN: 978-0-9904361-6-4 51099

Teaching Experience

Assistant Professor

Sep 2024 - Present

University of Alaska Anchorage, Anchorage, USA

- PSY A150 - Lifespan Development
- PSY A365 - Child and Adolescent Development
- PSY A638 - Child Clinical Psychology
- School Psychology Courses

Applied Behavior Analysis Program Co-Developer

Summer 2022 - Aug 2024

ABA&Psy, International Applied Behavior Analysis Organization Approved Content Provider

Developed and taught the following classes:

- APCS 101: Introduction to Applied Behavior Analysis
- APCS 102: Research Methodology
- APCS 103: Behavior Assessment
- APCS 104: Behavior Interventions I
- APCS 105: Behavior Interventions II
- APCS 106: Ethics and Critics of Applied Behavior Analysis

Teaching Fellow

Spring 2022

University of Massachusetts Boston, Department of School Counseling Psychology, Boston, MA, USA

- COU 620 03CE: Life Span Human Development (Mental Health Counseling section, Online)

Implemented targeted interventions, measurably improving clients' coping mechanisms and emotional stability in high-stress environments

Taught and assisted in the following classes:

- SPY 602-2: Standardized Assessment and Report Writing (Ph.D. student section), Fall 2021
- COU 606: Ethical Standards and Professional Issues in Counseling, Summer 2021
- SPY 603: Foundations of Educational Assessment and Data-Based Decision Making, Spring 2021
- CSP 704: Qualitative and Quantitative Research Methods in Counseling and School Psychology, Fall 2020
- COU 606: Ethical Standards and Professional Issues in Counseling, Summer 2020
- CSP 708: Intermediate Statistics, Spring 2020
- SPY 602-1: Standardized Assessment and Report Writing (Ed.S. student section), Fall 2019

Scholarly presentations

Gayevska, O. V. & **Iun, A.** (2022, November 19-20). *Implementation of web-oriented technologies in development of intercultural competences among undergraduate students through behavioral approach* [PowerPoint slides]. *1st International Conference on Education: The Changing Educational Landscape*. Virtual. Karachi, Pakistan.

Iun, A., & Gayevska, O. (2023, February 18). *Experience in providing support to families and professionals in the world of applied behavior analysis* [PowerPoint slides]. Human Rights Vector NGO. Virtual, Kyiv, Ukraine.

Iun, A., Kobenko, D., Lamm, J., Gayevska, O., & Grigoryeva, I. (2022, July 10). *Recommendations on stabilizing children with special needs who experienced war: A behavior analyst perspective* [PowerPoint slides]. International School Psychology Association Conference. Leuven, Belgium.

Iun, A., Molchanova, E., Palacios, A. M., Sreekala, R., & Cook, A. L. (2022, July 8). *Transitioning to higher education: College adjustment of international students within Central Asia and South Asia* [Poster presentation]. International School Psychology Association Conference. Leuven, Belgium.

Cook, A. L., Murphy, K., Fallon, L. M., Ervin, A., **Iun, A.**, & Whitehouse, A. (2021, October 14). *Social-emotional learning & mixed reality simulation as Tier 2 intervention* [PowerPoint slides]. Annual Conference on Advancing School Mental Health. University of Maryland School of Medicine. Baltimore, MD, USA.

Iun, A. (2021, October 2). *Understanding of social interactions: Construction of social hierarchy and personal preferences* [PowerPoint slides]. *Autism: Educational and Upbringing Strategies, IV International Scientific and Applied Conference for Parents and Professionals*. Moscow, Russia.

Asanalieva, A., **Iun, A.**, & Hunt, N. (2021, September 19). *Parent training in applied behavior analysis and the level of parenting stress among parents of children with autism in the Kyrgyz Republic* [PowerPoint slides]. *International Online Conference: Science and Practice of Applied Behavior Analysis. Modern Strategies for Correcting Behavioral Problems in Children with ASD: From Initial Assessment to Socialization*. Virtual, Moscow, Russia.

Iun, A., Molchanova, E., Hall, A., & Cook, A. (2021, May 12). *Supporting college adjustment of international students from Central and South Asia: Using risk and resilience framework* [PowerPoint slides].

slides]. *Student Success Showcase*. College of Education and Human Development, University of Massachusetts Boston. Virtual, Boston, MA, USA.

Iun, A. (2021, March 6). *The need to implement SEL curriculums in schools in the Kyrgyz Republic* [PowerPoint slides]. *World Kurultai of Progressive Kyrgyzstanis*. Virtual, USA.

Ballard, S., Bender, S. L., Daniels, B., & **Iun, A.** (2020, August). *School-based universal behavior screening for preschool students* [Poster presentation]. *American Psychological Association Convention*. Virtual, USA.

Iun, A., Whitehouse, A., Ervin, A., Ashley, M., Cook, A., & Murphy, K. (2020, February 19). *Dialogic reading and mixed reality simulations to facilitate social and emotional learning in young children* [Poster presentation]. *National Association of School Psychologists Annual Convention*. Baltimore, MD, USA.

Whitehouse, A., Ervin, A., **Iun, A.**, Ashley, M., Cook, A., & Murphy, K. (2019, May 17). *Dialogic reading and mixed reality simulations to facilitate social and emotional learning in young children* [Poster presentation]. *Student Success Showcase*. College of Education and Human Development, University of Massachusetts Boston. Boston, MA, USA.

Whitehouse, A., Ervin, A., **Iun, A.**, Ashley, M., Cook, A., & Murphy, K. (2019, April 25). *Dialogic reading and mixed reality simulations to facilitate social and emotional learning in young children* [Poster presentation]. *New England Educational Research Organization*. Portsmouth, MA, USA.

Brodsky, L., Cook, A., Ervin, A., & **Iun, A.** (2019, April 26). *Exploring systems-level family engagement practices across elementary and PK-8 schools* [PowerPoint slides]. *New England Educational Research Organization*. Portsmouth, MA, USA.

Iun, A. (2019, March 16). *Understanding of social interactions: Construction of social hierarchy and personal preferences* [PowerPoint slides]. *The New England Doctoral Student Conference*. Nashua, NH, USA.

Imankulova, A., & **Iun, A.** (2016, May). *Experience of application of applied behavior analysis with children with autism in groups* [PowerPoint slides]. *III International Conference: Innovative Approaches to Working with Children with Disabilities: Kyrgyzstan and International Experience*. Bishkek, Kyrgyzstan.

Sim, I., Semikina, A., **Iun, A.**, Nochkina, L., Solovarev, P., & Esenbekova, C. (2015, September 17). *Work in the Bishkek Center of Autism and Applied Behavior Analysis* [PowerPoint slides]. *The Second Asian Student Forum*. Issyk-Kul, Kyrgyzstan.

Iun, A. (2015, April 18). *Increasing effectiveness of treating anxiety disorder and ASD in children: Integration of applied behavior analysis and non-directive play therapy* [PowerPoint slides]. *The Fourth Annual Smolnyi Student Conference*. Saint-Petersburg, Russia.

Iun, A., & Irisova, N. (2013, May 4). *Thinking and anxiety of preschoolers: Readiness for school* [PowerPoint slides]. *Scientific Conference "Lenses. Prisms. Mirrors"*. Bishkek, Kyrgyzstan.

Service

University of Alaska Anchorage (2024-Present)

- Supporting Psychology Department with job candidate search
- Recruitment on students to Psychology Department

International Behavior Analysis Organization (2023-Present)

- Professional Advisory Board Member

Member of Editorial Journal Board (2023 - Present)

- School Psychology Training and Pedagogy
- Child Maltreatment
- Assessment for Effective Intervention

University of Massachusetts Boston, College of Education and Human Development, Boston, MA, USA

- College Senate, Student Representative (2020 – 2021)
- School Psychology Program Application Interviewer (2019 - 2020)
- Student Mentor (2019 – 2023)

American University of Central Asia, Psychology Department, Bishkek, Kyrgyzstan

- Alumni Office Ambassador (2021 – 2022)
- English-Russian and Russian-English Translator (Fall 2011)

Move Green, Ecological NGO, Bishkek, Kyrgyzstan (2011-2013)

- Assisted with organizing conferences on global climate.
- Served as an English-Russian and Russian-English translator.
- Traveled to various regions to deliver lectures on global climate and ecology.
- Participated in clean-up initiatives across different areas of the country.

Honors and awards

University of Massachusetts Boston, Boston, MA, USA

- College of Education and Human Development Research Grant (\$300) 2021
- Professional Development Grant (\$400) 2020
- Professional Development Grant (\$250) 2019

International School Psychologists Association

- Conference Travel Grant (€ 344) 2019

American University of Central Asia, Psychology Department, Bishkek, Kyrgyzstan

- Best Psychology Department Graduating M.A. level student 2017
- Best Psychology Department Graduating Senior 2015
- Presidential Scholar. One of the Top 15 students in the college University President's list for outstanding academic achievement (\$100). 2014 – 2015
- University Vice President's lists for outstanding academic achievement. 2014
- University Vice President's lists for outstanding academic achievement. 2013
- University Vice President's lists for outstanding academic achievement 2012

Professional development

Florida International University

- JASPER: Targeted Treatment on Joint Attention, Symbolic Play, and Engagement Regulation for Children with Autism 2021
 - Certificate ID XIYyCNygNU (2021)

Coursera

- Gender, Family, and Social Change in Contemporary South Korea, Yonsei University 2019
- The Korean Economic Development, Yonsei University 2019
- Understanding Korean Politics, Yonsei University 2019
- ADHD: Everyday Strategies for Elementary Students, University at Buffalo & The State University of New York 2017
- Autism Spectrum Disorder, University of California, Davis 2016
- Inspiring Leadership through Emotional Intelligence, Case Western Reserve University 2016
 - Certificate ID 5DRQ34WGZB2H

Data Camp

- Introduction to R, Certificate # 1 0 6 7 7 4 0 9 2019
- Intermediate R, Certificate # 1 0 7 7 6 0 4 1 2019
- Cleaning Data in R, Certificate # 1 1 1 5 0 5 6 1 2019

Handong University, Pohang, South Korea

- Korean Language and Culture program 2016

Professional affiliations

- | | |
|---|--------------|
| • National Association of School Psychologists | 2018-present |
| • American Psychological Association | 2024-Present |
| • Trainers of school psychologists | 2024-Present |
| • International School Psychologists Association | 2019-2020 |
| • Massachusetts School Psychology Association, Student Member | 2018-2019 |
-

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EDUCATION

- 2000 Ph.D., University of Massachusetts, Amherst, Massachusetts

Dissertation Title: *Making the most of computers: An investigation of the attitudes and opinions of students and teachers concerning the use of computers for the instruction of students with special learning needs.*
- 1991 M.A.T, Smith College, Northampton, Massachusetts
Major: Education
- 1989 M.A., University of Massachusetts, Amherst, Massachusetts
Major: American and European History
- 1987 B.A., Whitman College, Walla Walla, Washington
Major: History
- 1983 Diploma with Honors, Palmer High School, Palmer, Alaska

PROFESSIONAL EXPERIENCE

- 2023-present Associate Professor of Special Education
University of Southern Maine, Gorham, Maine
- 2016-present Professor of Educational and School Psychology, Emerita
University of Southern Maine, Gorham, Maine
- 2019-2023 Assistant Professor of Special Education
University of Southern Maine, Gorham, Maine
- 2016-2019 Senior Academic Officer, FastBridge Learning
Minneapolis, Minnesota
- 2017-2018 School Psychologist, Matanuska-Susitna Borough School District
Palmer, Alaska
- 2009-2016 Co-Director, Southern Maine Area Resource Team (SMART) for Schools
University of Southern Maine, Gorham, Maine
- 2005-2016 Associate Professor of Educational and School Psychology
University of Southern Maine, Gorham, Maine
- 2011-2015;
2005-2008 Director, Educational and School Psychology Programs
University of Southern Maine, Gorham, Maine
- 2000-2005 Assistant Professor of School Psychology
University of Southern Maine, Gorham, Maine
- 2001-2003 Post-doctoral Fellow in School Psychology
Windham School Department, Windham, ME

1999-2000	School Psychologist Intern Hampshire Educational Collaborative, Northampton, Massachusetts
1999-2000	Adjunct Faculty, Site-Based Special Education Certification Program American International College, Springfield, Massachusetts
1997-1998; 1999-2000	Practicum Supervisor, Special Education Program University of Massachusetts, Amherst, Massachusetts
1998-1999	Clinical Child Team Member: Psychological Services Center University of Massachusetts, Amherst, Massachusetts
1998	Teaching Assistant: Cognitive Assessment University of Massachusetts, Amherst, Massachusetts
1996-1999	Instructor: Introduction to Special Education University of Massachusetts, Amherst, Massachusetts
1995-1999	Director of Academic Support Services and Lead Special Education Teacher Eaglebrook School, Deerfield, Massachusetts
1992-1995	History Teacher Eaglebrook School, Deerfield, Massachusetts
1991	Teaching Intern: Smith Academy Hatfield, Massachusetts
1990	Teaching Intern, Northampton High School, Northampton, Massachusetts
1990-1991	Publications and Grant Director: Women's and Children's Health Associates Palmer, Alaska
1989-1990	Automation Training Supervisor: Circulation Department, Neilson Library Smith College, Northampton, Massachusetts
1987-1989	Teaching Assistant University of Massachusetts, Amherst, Massachusetts

REFEREED PUBLICATIONS

JOURNAL ARTICLES

Brown-Chidsey, R., Flanagan, S., & Drypolcher, S. (under review). What is core reading instruction? School district adoption and usage indicators. *Preventing School Failure*.

Flanagan, S., **Brown-Chidsey, R.**, Will, K., & Cuba, M. (Accepted, pending revision). The science of reading needs the science of preparation and professional development. *Journal of Education*.

Brown-Chidsey, R. (2024). MTSS in the classroom: Special education teachers' experiences within a multi-tiered system of support. *Exceptionality*. Advance online publication.
<https://doi.org/10.1080/09362835.2024.2389073>

Brown-Chidsey, R., Scott, A.N., Hauerwas, L.B., Nalls, A. (2024). The dyslexia handbook: States' guidance for teachers and parents. *Learning Disabilities: Research and Practice*. Advance online publication. doi:10.1177/09388982241245483

- Brown-Chidsey, R.** (2023). Special educator online course format preferences. *Online Learning*, 27(3), 209-231. <https://doi.org/10.24059/olj.v27i3.3512>
- Hale, C., & **Brown-Chidsey, R.** (2023). Utility of psychological and psychoeducational evaluation reports: A survey of teachers and school administrators. *Psychology in the Schools*, 60(3), 2674-2691. <https://doi.org/10.1002/pits.22892>
- Scott, A., Hauerwas, L. B., & **Brown, R.** (2014). State policy and guidance for identifying learning disabilities in culturally and linguistically diverse students. *Journal of Learning Disabilities*, 37, 172-185.
- Hauerwas, L. B., Scott, A., & **Brown-Chidsey, R.** (2013). SLD and RTI: An analysis of state department of education regulations and guidance. *Exceptional Children*, 80, 101-120.
- Goss, C. L., & **Brown-Chidsey, R.** (2011). Tier 2 reading intervention: Comparison of *Foundations* and *Reading Mastery*. *Preventing School Failure*, 56, 65 – 74.
- Brown-Chidsey, R.**, Burns, M. K., Thies, L. O., Wizda, L. L. (2008). The future is now: The school psychology futures task force on academic outcomes. *Communiqué*, 37 (7), 1, 5-7.
- Brown-Chidsey, R.** (2007). No more “waiting to fail.” How response to intervention works and why it is needed. *Educational Leadership*, 65 (2), 40-46.
- Brown-Chidsey, R.** (2005c). Academic skills are basic (to) children’s personal wellness. *Trainer’s Forum*, 24, 3-8.
- Brown-Chidsey, R.** (2005b). Response to intervention (RTI) training in school psychology programs: Introduction to the RTI mini-series. *Trainer’s Forum*, 24, 1-2.
- Brown-Chidsey, R.**, & Fernstrom, R. Johnson, P., Jr. (2005). Curriculum-based measurement of silent reading: Does passage type influence student scores? *School Psychology Review*, 34, 387-394.
- Brown-Chidsey, R.** (2005a). Scaling educational assessments to inform instruction for all students: Response to intervention as essential educational science. *Trainer’s Forum*, 24 (1), 1-4, 6-8.
- Brown-Chidsey, R.**, Davis, L., & Maya, C. (2003). Sources of variance in curriculum-based measures of silent reading. *Psychology in the Schools*, 40, 363-377.
- Boscardin, M. L., **Brown-Chidsey, R.** & Gonzalez-Martinez, J.¹ (2002). The essential link for students with disabilities from diverse backgrounds: Forging partnerships with families. *Journal of Special Education Leadership*, 14, 89-95.
- Brown-Chidsey, R.** & Boscardin, M.L. (2001). How useful are computers? Comparison of the attitudes of students with and without learning disabilities. *Meridian: A Middle School Technologies Journal*, 4:2, <http://www.ncsu.edu/meridian/sum2001/computers/index.html>
- Brown-Chidsey, R.**, Boscardin, M.L. & Sireci, S. (2001). Computer attitudes and opinions of students with and without learning disabilities. *Journal of Educational Computing Research*, 24, 183-204.

BOOKS

- Brown-Chidsey, R.**, & Wilkinson, S. (In press) *Practical handbook of multi-tier systems of support (2nd Ed)*. Guilford Press.

¹ All three authors contributed equally to the formulation and writing of this article.

- Brown-Chidsey, R., & Bickford, R. (2016).** *Practical handbook of multi-tier systems of support*. New York: Guilford Press.
- Brown-Chidsey, R., & Andren, K. (Ed.). (2013).** *Assessment for intervention: A problem-solving approach*. (2nd Ed.). New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2010).** *Response to intervention: Principles and strategies for effective practice* (2nd Ed.) New York: Guilford.
- Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009).** *RTI in the classroom: Guidelines and recipes for success*. New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2005).** *Response to intervention: Principles and strategies for effective practice*. New York: Guilford.
- Brown-Chidsey, R. (Ed.). (2005).** *Assessment for intervention: A problem-solving approach*. New York: Guilford.

BOOK CHAPTERS

- Brown, R. (2023).** *Academic Assessment and Intervention*. In, B. Bracken, M. Bray, and L. Theodore (Eds), *Desk Reference in School Psychology*. New York: Oxford University Press.
- Brown-Chidsey, R., Steege, M. W., & Bickford, R. S. (2014).** Evaluating the effectiveness of interventions using case study data. In, A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology VI*. Bethesda, MD: National Association of School Psychologists.
- Brown, R., Steege, M. S., Bickford, R. S. (2014).** Responsive assessment and instruction practices. In, S. Little & A. Akin Little (Eds.) (161-178), *Academic Assessment and Intervention*. New York: Routledge.
- Brown-Chidsey, R. (2012).** Intelligence tests in the context of emerging assessment practices: Problem solving applications. In, D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment, 3rd Ed.* (pp. 839-851). New York: Guilford.
- Brown-Chidsey, R., Steege, M. W., & Mace, F. C. (2008).** Evaluating the effectiveness of interventions using case study data. In, A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*. Bethesda, MD: National Association of School Psychologists.
- Steege, M. W., Mace, F. C., & **Brown-Chidsey, R. (2007).** Functional behavioral assessment of classroom behavior. In, S. Goldstein & R. Brooks (Eds.), *Understanding and managing children's classroom behavior* (2nd Ed.). New York: Wiley.
- Brown-Chidsey, R. (2005).** Introduction to problem solving assessment. In, R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 3-9). New York: Guilford.
- Brown-Chidsey, R. (2005).** The Role of Published Norm-Referenced Tests In Problem-Solving-Based Assessment. In, R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 247-266). New York: Guilford.
- Brown-Chidsey, R., & Steege, M. W. (2005).** Solution focused psycho-educational reports. In, R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 267-290). New York: Guilford.

- Brown-Chidsey, R.** (2005). Intelligence Tests in an Era of Standards-Based Educational Reform. In, D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment, 2nd Ed.* (pp. 631-641). New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W.** (2005). Adaptive behavior assessment. In S.W. Lee, & P. Lowe (Eds.), *Encyclopedia of School Psychology*. Sage: Thousand Oaks, CA.
- Steege, M. W., & **Brown-Chidsey, R.** (2005). Functional behavioral assessment: The cornerstone of effective problem solving. In, R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 131-154). New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W.** (2004). Adaptive behavior assessment. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 14-15). New York: Kluwer Academic/Plenum Publishers.
- Brown-Chidsey, R. & Steege, M. W.** (2004). Discrete trial teaching. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 96-97). New York: Kluwer Academic/Plenum Publishers.
- Steege, M. W. & **Brown-Chidsey, R.** (2004). Punishment. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 258-261). New York: Kluwer Academic/Plenum Publishers.
- Steege, M.W., **Brown-Chidsey, R.**, & Mace, F.C. (2002). Best practices in evaluating interventions. In, A. Thomas & J. Grimes (Eds.), *Best practices in school psychology, 4th ed.* (pp. 517-534). Bethesda, MD: National Association of School Psychologists.
- Boscardin, M.L., **Brown-Chidsey, R.** & Gonzalez-Martinez, J. (2002) . Assessment of Children from Diverse Backgrounds. In J. Carey & P. Pedersen (Eds.), *Multicultural counseling in the schools*. 2nd ed. (pp 257-279). Boston: Allyn & Bacon.
- Brown-Chidsey, R.**, Seppala, M. & Segura, M.L. (2000). Chapter 766: Massachusetts special education law. *American Education Annual*. New York: Gale.

NON-REFEREED PUBLICATIONS

- Flanagan, S. & **Brown-Chidsey, R.** (2023, Winter). Dyslexia 101: Questions & answers for educators. *Maine Educator Online*.
<https://maineaa.org/maineeducatoronline/dyslexia-101-questions-answers-for-educators/>
- Bielinski, J., **Brown, R.**, & Wagner, K. (2021, February). *No longer a prediction: What new data tell us about the effects of 2020 learning disruptions*. Irvine, CA: Illuminate Education.
- Brown, R.** (2021). *Understanding dyslexia* [white paper]. Irvine, CA: Illuminate Education.
- Bielinski, J., **Brown, R.**, & Wagner, K. (2020, August). *COVID slide: Research on learning loss & recommendations to close the gap*. [white paper]. Irvine, CA: Illuminate Education.
- Brown, R.** (2020, June). Why goal-setting matters for students with learning disabilities. *Accessibility, Compliance & EQUITY in Education*.
- Brown, R.** (2019). *Understanding dyslexia: Defining, evaluating, and teaching students at risk* [white paper]. Minneapolis: FastBridge Learning.
- Shinn, M.R., & **Brown, R.** (2016). *Much ado about little: The dangers of disseminating the RTI outcome study without careful analysis*.

<http://www.rtinetwork.org/images/content/blog/rtiblog/shinn%20brown%20ies%20report%20review.pdf>

VanDerHeyden, A.M., Burns, M., **Brown, R.**, Shinn, M.R., Kukic, S., Gibbons, K., Batsche, G. & Tilly, W.D. (2016, January 6). RTI works (when it is implemented correctly). *Education Week*, 35(15), 25.

Prasse, D., Morrison, D., Alvarez, M., Batsche, G., Boynton-Hauerwas, L., **Brown-Chidsey, R.**, Campbell, C., Castillo, J., Chirio, A., Cline, L., Coleman, M. R., Curtis, M., Dixon, D., Duhon, G., Elliott, J., Freeman, R., Graden, J., Grimes, S., Harris, M., Hines, C., Howell, K., Johnson, B., Jones, C., Little, M., Mahon-Reynolds, C., Passman, B., Pearce, L., Reschly, D., Robinson, L., Schallmo, K., Schultz, E., Sondag, A., Tuesday, L., Fuchs, W. W., Whitmire, K., Wonder-McDowell, Young, E., Zsakakis, K. (2011, August) *Multi-Tiered System of Supports and Response to Intervention (RtI): Domains of Educational Practice for Higher Education Teacher Preparation*.

Brown-Chidsey, R. & Steege, M. W. (2007-2015). Certificate in Applied Behavior Analysis (CABA) Program Handbook. Gorham, ME: University of Southern Maine.

Brown-Chidsey, R. (2005-2015). Doctor of Psychology in School Psychology (Psy.D.) Program Handbook. Gorham, ME: University of Southern Maine.

Brown-Chidsey, R. (2008-2015). Master of Science in Educational Psychology with a Concentration in Applied Behavior Analysis (M.S.) Program Handbook. Gorham, ME: University of Southern Maine.

Brown-Chidsey, R. (2002-2008). Master of Science in School Psychology (M.S.) Program Handbook. Gorham, ME: University of Southern Maine.

Brown-Chidsey, R. (1998). Making the most of computers: An investigation of the attitudes and opinions of students and teachers concerning the use of computers for the instruction of students with special learning needs. Unpublished doctoral dissertation, University of Massachusetts, Amherst.

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

Brown-Chidsey, R. (2024, August). *Everything you ever wanted to know about Tier 1 core instruction but were afraid to ask*. Maine Educator Summit, Augusta Maine.

Logan, A. & **Brown-Chidsey, R.** (2024, August). *Promoting authentic relationships through values-based decision-making for MTSS*. Maine Educator Summit, Augusta Maine.

Brown-Chidsey, R., Scott, A., Hauerwas, L., & Nalls, A. (2024, March). *Translating dyslexia research into practice through dyslexia handbooks*. Council for Exceptional Children annual conference, San Antonio.

Scott, A., **Brown-Chidsey, R.**, Hauerwas, L., & Nalls, A. (2024, February). *State-level dyslexia guidance: Alignment with best practices for English learners*. National Association of School Psychologists annual conference, New Orleans.

Brown-Chidsey, R. (2023, October). *What every school psychologist should know about the science of reading*. Washington State Association of School Psychologists Annual Conference [online].

Brown-Chidsey, R., Scott, A., Hauerwas, L., & Nalls, A. (2023, October). *The dyslexia handbook: States' guidance for teachers and parents*. International Council for Learning Disabilities, Denver, CO.

Flanagan, S. & **Brown-Chidsey, R.**, (2023, October). *Teachers' dyslexia knowledge: Implications for preservice preparation and in-service PD*. International Council for Learning Disabilities, Denver, CO.

Brown-Chidsey, R. (2022, October). In this together: *How school psychologists can collaborate with principals to improve student learning outcomes*. Washington State Association of School Psychologists Annual Conference, Seattle, WA.

Hauerwas, L.B., **Brown-Chidsey, R.**, & Scott, A.N. (2021, October). *Dyslexia Screening and MTSS: Are These Two Policy Paths to the Same Goal?* International Dyslexia Association Annual Conference [online].

Logan, A., & **Brown-Chidsey, R.** (2021, June, July, August). *Building from What You Have: The Process of Building Tiered Supports Using an MTSS* [Professional Learning Institute]. Maine Department of Education.

Brown, R. (2021, March). *Beyond the Now: Examining Evidence for Effective Online Instruction for Students with Disabilities*. Council for Exceptional Children LIVE Conference, https://whova.com/portal/webapp/cecli1_202103/Agenda/1454569.

Bielinski, J., **Brown, R.**, & Wagner, K. (2021, January) [Keynote Address] *Things to Keep in Mind When Monitoring Effectiveness and Student Growth from Pre-COVID to Now*. Spring Forward: Charting the Course for Growth Spring Webinar Series. Illuminate Education.

Brown, R., & Hutchins, B. (2019, October). *Special educator perspectives on implementation of RTI/MTSS in Maine*. MADSEC annual conference, Portland, ME.

Brown, R., Bertsch, K., Feldmann, K., & Niebling, B. (2019, October). *Supporting students with disabilities within an MTSS*. MTSS Innovations conference, Salt Lake City.

Brown, R., Windram, H. (2019, February). *Screening to intervention: Using data for instructional decision-making*. National Association of School Psychologists annual conference, Atlanta.

Hathaway, M. & **Brown, R.** (2018, February). *Teaching children with autism to mand from their peers*. National Association of School Psychologists annual conference, Chicago.

Brown, R., Halfacre, T., & Hope, L. (2018, February). *Using RTI Data for Middle School SLD Eligibility Decisions*. National Association of School Psychologists annual conference, Chicago.

Brown, R., Gerard, J., Hope, L., & Ossenkop, K. (2016, February). Using RTI data for SLD eligibility decisions: Process and implementation. National Association of School Psychologists annual conference, New Orleans, LA.

Brown-Chidsey, R. & Kiburis, A. (2013, February). Evaluating the efficacy of an adaptation of PALS for math. National Association of School Psychologists annual conference, Seattle, WA.

Brown-Chidsey, R., Williams, D., Hugger, K., & Fotter, H. (2013, February). Reliability analysis of seventh and eighth grade reading MAZE passages. National Association of School Psychologists annual conference, Seattle, WA.

Brown-Chidsey, R. (2012, November). Can't or won't: Understanding why students struggle. Third Annual Maine PBIS Conference, Augusta, ME.

Brown-Chidsey, R., & Bartlett, C. (2012, February). Evaluating the effects of progress monitoring eighth graders' math performance. National Association of School Psychologists annual conference, Philadelphia, PA.

- Brown-Chidsey, R., & Gritter, A.** (2012, February). Comparing administration personnel: Curriculum-based measures of reading and math. National Association of School Psychologists annual conference, Philadelphia, PA.
- Scott, A. N., **Brown-Chidsey, R.**, Harris, B., Noltemeyer, A., Sotelo-Dynega, M., Sullivan, A., Zibulsky, J. (2012, February). Effective teaching and mentoring strategies for graduate education. National Association of School Psychologists annual conference, Philadelphia, PA.
- Kucera, M., **Brown-Chidsey, R.**, Harris, B., Shriberg, D., Sotelo-Dynega, M., Sullivan, A., Zibulsky, J. (2012, February). Developing and sustaining healthy work-life balance in academia. National Association of School Psychologists annual conference, Philadelphia, PA.
- Brown-Chidsey, R.** (2011, November). The behavior chicken and the academic egg: What comes first? Second Annual Maine PBIS Conference, Augusta, ME.
- Brown-Chidsey, R.** (2011, June). RTI Academy Conference Chair and session presenter. Portland, Maine.
- Brown-Chidsey, R. & Bickford, R.** (2011, February). Peer-to-peer education and evaluation review (PPEER) in RTI. National Association of School Psychologists annual conference, San Francisco, CA.
- Harris, E., & **Brown-Chidsey, R.** (2011, February). Evaluating the efficacy of reading fluency instruction. National Association of School Psychologists annual conference, San Francisco, CA.
- Brown-Chidsey, R.** (2010, November). Ethical decision making in everyday psychology practice. Maine Psychological Association Annual Conference. Augusta, ME
- Brown-Chidsey, R.** (2010, October). Response to intervention [Keynote address]. Alaska's 44th Annual Fall Principal's Conference, Anchorage, AK.
- Brown, Chidsey, R., Piechocki, I., & Smith, S.** (2010, May). The behavior chicken and the academic egg: Does either really come first? Positive Behavior Interventions and Supports (PBIS): Strategies for implementing and sustaining PBIS in Maine schools, emphasizing grades K-8. Augusta, ME.
- Brown-Chidsey, R.** (2010, January). Response to intervention: Strategies for maximizing achievement and reducing problems. Harvard Medical School Department of Continuing Education. Boston, MA.
- Brown-Chidsey, R.** (2010, January). Response to instruction/intervention (RTI): Scaling practices to meet local needs. Alaska Department of Education and Early Development 2010 Winter Education Conference, Anchorage, AK.
- Wilson, B. A., Whitmire, K., **Brown-Chidsey, R.**, & Wernikoff, L. (2009, November). Implementing RTI: Principles, practices, and reports from real life. International Dyslexia Association 60th Annual Conference, Orlando, FL.
- Brown-Chidsey, R.** (2008, November). Response to intervention: PBIS for academic behavior. Workshop presented at the 4th Annual Forum on Positive Behavior Support: PBS-Research to practice.
- Brown-Chidsey, R.** (2008, November). Ethical decision-making in everyday school psychology practice. Workshop presented at the Maine Association of School Psychology Annual Meeting, Augusta, ME

- Brown-Chidsey, R.** (2007, April). *Introduction to Response to intervention [and] Implementing RTI*. Workshop presented at the Maine Association of School Psychology Spring Conference, Gorham, ME.
- Brown-Chidsey, R.** (2006, November). *RTI 101 for teachers: Basic principles and starting points*. Workshop presented at a full-day conference entitled: Early and Responsive Intervention: From Research to Practice, Augusta, ME.
- Brown-Chidsey, R.** (2006, September). *Using response to intervention for academic positive behavior supports*. Workshop presentation at the Second Annual New England Positive Behavioral Support conference, Norwood, MA.
- Brown-Chidsey, R.** (2006, September). *Response to intervention: Basic principles and starting points*. Presentation made at RTI Institute at the May Institute, Randolph, MA.
- Brown-Chidsey, R.** (2006, March). *Are we there yet? Systems-level RTI outcomes*. Mini-Skills Presentation at the national Association of School Psychologists (NASP) Annual Meeting, Anaheim, CA.
- Brown-Chidsey, R.** (2005, August). *Comparing oral and silent (maze) curriculum-based measures of reading fluency for tier I response to intervention (RTI) assessment*. Poster session at the American Psychological Association Annual Meeting, Washington, DC.
- Brown-Chidsey, R., & Ferstrom, R.** (2004, March). *Curriculum-based measurement of silent reading: Comparison of literature-based and grade-level controlled passages*. Paper presentation. National Association of School Psychology Annual Convention. Dallas, TX.
- Brown-Chidsey, R. & Maya, C.** (2003, April). *Measurement of reading comprehension skills using curriculum-based measurement: A comparison of multiple-choice and open-ended questions with the maze*. Paper presentation. National Association of School Psychology Annual Convention. Toronto, ON.
- Brown-Chidsey, R.** (2002, February). *Reading to Learn? Using an adapted maze procedure and behavior observations to conduct functional behavioral assessment*. Poster presentation with M. W. Steege. National Association of School Psychologists Annual Convention. Chicago, IL.
- Brown-Chidsey, R.** (2002, February). *Is this as good as it gets? School-wide assessment of reading comprehension using curriculum-based measurement*. Paper presentation. National Association of School Psychologists Annual Convention. Chicago, IL.
- Brown-Chidsey, R.** (2001, April). *Reading to learn: Using a maze task to measure elementary students' reading comprehension*. Poster presentation. National Association of School Psychologists Annual Convention. Washington, DC.
- Brown-Chidsey, R.** (2000, March). *Challenges to behavior interventions: Implementing programs for students with ADHD*. Poster presentation. National Association of School Psychologists Annual Convention. New Orleans, LA.
- Brown-Chidsey, R.** (1999, July). *Making the Most of Computers in Special Education*. Poster Presentation. Office of Special Education Programs (OSEP) Research Project Directors' Conference. Washington, DC.
- Brown-Chidsey, R.** (1999, April). *Making the Most of Computers: An Investigation of Students' Attitudes About the Use of Computers in Special Education*. American Educational Research Association (AERA) Annual Conference, Montreal, QU.

Brown-Chidsey, R. (1998, October). *An Investigation of Students' and Teachers' Attitudes About the Use of Computers in Special Education*. Northeast Educational Research Association (NERA) Annual Conference, Ellenville, NY.

Brown-Chidsey, R. (1998, May). *Making the Most of Computers: An Investigation of Students' and Teachers' Attitudes About the Use of Computers in Special Education*. Education and Technology '98: Making the Partnership Work Conference. Hampshire College, Amherst, MA.

Brown-Chidsey, R. (1998, April). *Making the Most of Computers: An Investigation of the Use of Computers by Students with Special Learning Needs*. New England Educational Research Organization Annual Meeting, Portland, ME.

Brown-Chidsey, R. (1996, October). *Assessment of students with special needs: What the general classroom teacher needs to know*. New England Teacher's Day Conference, West Hartford, CT.

BLOGS AND WEBINARS

Blogs (numbers indicate the number of views)

- [How to Use MTSS in Preschool to Improve Learning Outcomes](#) (631)
- [How Preschool Assessment Can Support Great Reading Outcomes in Elementary School](#) (696)
- [Can Catch-Up Growth Be achieved in Education?](#) (1011)
- [The importance of Identifying Historical Trends in Student Data](#) (410)
- [What is the Science of Reading?](#) (797)
- [Should Students with Disabilities Participate in MTSS?](#) (259)
- [Why are Tiered Supports Helpful for All Students?](#) (176)
- [What is Progress Monitoring?](#) (6,295)
- [10 Persistent Progress Monitoring Myths Debunked](#) (number not available)
- [Does Online Instruction Really Work?](#) (398)
- [Digging into the "Digital Divide"](#) (564)
- [Two Components of Effective Reading Instruction](#) (100)
- [How to Use Winter Screening Data](#) (203)
- [Diagnostic Assessment as a Tool for Identifying Learner Needs](#) (6,525)
- [The Difference Between Monitoring Progress and Progress Monitoring](#) (1,907)
- [All About Tier 1 Interventions](#) (83)
- [What is Data-Based Decision Making?](#) (1,538)

Webinars (numbers indicate the attendance at the live event and subsequent views)

- [Fulfilling the Promise of Reading Interventions: Purposeful Practice at Tiers 2 & 3](#) (560)
- [Straight Talk: Effective Practices to Support Students with Dyslexia](#) (2400)
- [Special Education, Curriculum-Based Measures, and Learning Recovery: A Framework for Confident Decision Making](#) (512)
- [English Learners and Dyslexia Screening: Uncover the Root of Reading Difficulties](#) (689)
- [Demystifying Dyslexia: The History, Research, and Best Practices for Supporting All Students](#) (1000)
- [Too Few or Too Many: Preventing Over- or Under-identification for Special Education Services](#) (number not available)
- [Ensuring Success for Students with Dyslexia: Identification and Intervention](#) (556)
- [Failure is Not an Option: Understanding Common Mistakes in MTSS Implementation](#) (number not available)
- [Remote Universal Screening](#) (3,587)
- [Remote Progress Monitoring](#) (1,756)
- [Preventing COVID Slide with Back to School Readiness](#) (394)
- [Universal Screening 101](#) (215)
- [The New Normal: Progress Monitoring Across Spaces to Support Learning](#) (149)
- [Tier 1 Interventions: Targeting Supports to the Needs of All Students](#) (106)

RESEARCH IN PROGRESS

Brown-Chidsey, R. & Flanagan, S. (in progress). Examination of tier 1 core math instruction practices in elementary schools.

Wooster, D., & **Brown-Chidsey, R.** (in progress). The needs of students with disabilities in career and technical schools.

Flanagan, S., & **Brown-Chidsey, R.** (in progress). Experience of dyslexia: Perspectives of students and parents.

OTHER INDICATIONS OF SCHOLARSHIP

GRANTS AND CONTRACTS (FUNDED)

2021-2026	Invited Expert Consultant: Washington Administrators Improving Multi-Tiered Systems of Support (AIMS). Funded OSEP Grant [CFDA 84.325]. <i>Competency Cluster 8 Learning Objectives: Develop district and school teams and tools.</i>
2022	Invited Expert Consultant: Educator Collaboration for Special Education Leadership (ECSEL). Funded OSEP Grant [CFDA 84.325].
2021	Maine Department of Education. Faculty Position in Special Education with Expertise in Positive Behavioral Interventions and Supports (PBIS). Funded for \$765,258.00.
2015	Maine Community Foundation: SMART Learning Lab Tutor stipends. Funded for \$15,000.00.
2014	Riverside Publishing. Grant for 12 copies of the Woodcock-Johnson Tests of Abilities, 4 th Edition. Maine Community Foundation: Summer Programming Extension. Funded for \$76,000.00. University of Southern Maine Center for Technology Enhanced Learning Technology Grant. Tablet Computers for the SEHD Assessment Center. Funded for \$3,000.00
2013	Maine Community Foundation: Maine TEACHERS [Learning Lab implementation]. Funded for \$166,000.00 over 3 years. RSU 14 (Maine) Internship project. Funded for \$32,240.00.
2012	Maine Community Foundation SMART Learning Lab Development Project. Funded for \$15,000.00. Biddeford School Department (Maine) RTI Implementation Support. Funded for \$8,100.00. Rockland (ME) School Department Positive Interventions and Support Implementation. Funded for \$4,050.00. SAD 11 (Maine) Positive Interventions and Support Implementation. Funded for \$12,150.00.
2011	Biddeford School Department (Maine) RTI Implementation Support. Funded for \$5000.00. SAD 15 (Maine) Math Curriculum Review. Funded for \$1025.00. Sebago Educational Alliance (Maine) Internship Training Grant Funded for \$10,000.00 Portland Public Schools (Maine), PBIS Implementation Support. Funded for \$57,088.00. Easton, Maine RTI Implementation Support. Funded for \$2,500.00.
2010	RSU 4 (Maine) Math Curriculum Review. Funded for \$350.00.

	SAD 6 (Maine), PBIS Implementation Support. Funded for \$10,000.00.
	Lyseth School, Portland, Maine, PBIS Implementation Support. Funded for \$6,000.00
	Portland Public Schools (Maine), AIMSweb Implementation Support. Funded for \$1,500.00
	SAD 1 (Maine) RTI Implementation Support. Funded for \$2,500.00.
	Alaska Department of Education and Early Development. RTI in Rural Schools Program.
	Anchorage (Alaska) School District. RTI Training Program. Funded for \$9,000.00
2009	National Center on Response to Intervention. Training Materials Preparation for the Maine Department of Education. Funded for \$4000.00.
2008	Woodcock-Munoz Foundation. Grant of updated instructional materials for the USM College of Education and Human Development Assessment Center. Funded for \$1,500.00
2007	USM College of Education and Human Development, Research mini-grant. Funded for \$1000.00.
2006	University of Southern Maine Center for Technology Enhanced Learning. Online course development grant. Funded for \$3,000.00
	Woodcock-Munoz Foundation. Grant of instructional materials for the USM College of Education and Human Development Assessment Center. Funded for \$2,400.00
2005	USM College of Education and Human Development, Research mini-grant. Funded for \$480.00.
2003	Grant for purchase of testing materials for the University of Southern Maine, College of Education and Human Development Assessment Center. Woodcock-Munoz Educational Foundation. Funded for \$11,200.00.
	Community Building Grant. University of Southern Maine Center for Teaching. School Psychology Program. Funded for \$250.00.
	Curriculum-based assessment in special education: Knowledge, use, and attitudes.
	University of Southern Maine, Faculty Senate Research Grant. Funded for \$1,215.00.
2002	Community Building Grant. University of Southern Maine Center for Teaching. School Psychology Program. Funded for \$200.00
1998	<i>Making A Difference: An Investigation of the Role of Instructional Technology in Special Education.</i> Submitted to the Research in Education of Individuals with Disabilities Program (USDOE). Student Initiated Grants Projects, Mary Lynn Boscardin, principal investigator. (CFDA No. 84-123B). Funded for \$20,000.

AWARDS

2016	National Association of School Psychologists: President's Award
2015	Maine Association of School Psychology: Lifetime Achievement Award
2014	University of Southern Maine, College of Education and Human Development. Community Engagement Award
2012	University of Southern Maine Faculty Senate Award for Teaching Excellence
1995	Eaglebrook School Henry R. Kravis Award for Teaching Excellence

COURSES TAUGHT

At the University of Southern Maine
EDU 600: Research Methods
EDU 697: Statistics I

EDU 698: Statistics II
 EPB 512: Response to Intervention for General and Special Education
 SED 425/625: Multi-Tier Assessment and Instruction of Mathematics
 SED 427/627: Multi-Tier Assessment and Instruction of Reading
 SED 318/518: Targeted and Individualized Instructional Strategies for Students with Disabilities
 SED 453/653: Assessment of Academic Achievement
 SED 699: Directed Study
 SPY 501: Variability in Human Development
 SPY 609: Orientation to School Psychology
 SPY 627: Multi-Tier Reading Instruction in General and Special Education
 SPY 671: Physical Bases of Behavior
 SPY 673: Social Foundations of Behavior
 SPY 674: Child and Adolescent Psychopathology
 SPY 676: Psychological Principles of Learning
 SPY 672: Assessment of Academic Achievement
 SPY 677: Cognitive Assessment
 SPY 679: Diversity in the Science and Practice of Psychology
 SPY 693: School Psychology Practicum 1
 SPY 694: School Psychology Practicum 2
 SPY 709: History, Systems, and Ethics of Psychology
 SPY 727: Advanced Academic Intervention Methods
 SPY 751: Advanced Research Seminar
 SPY 759: Psy.D. Dissertation

At the University of Alaska

EDA 556: RTI Academy
 EPF 593: Response to Intervention in Rural Settings

At American International College/Hampshire Educational Collaborative Field Site:

EPP 601: Child Development
 EPP 611: Teaching Mathematics to Students with Special Needs

At the University of Massachusetts, Amherst

EDU 300: Introduction to Special Education
 EDU 705: Cognitive Assessment (teaching assistant)

DISSERTATIONS AND THESES SUPERVISED

- Merrill, T. (2018). *A comparison of curriculum-based measures of oral reading fluency*. Doctoral Dissertation, University of Southern Maine.
- Pelletier, K. (2018). *Further evaluation of the Preschool Life Skills (PLS) program: Reduced consultant involvement*. Doctoral Dissertation, University of Southern Maine.
- Kolbe-Holden, K. (2017). *An evaluation of social skill intervention effects using the Skillstreaming curriculum*. Doctoral Dissertation, University of Southern Maine.
- Hathaway, M. (2016). *Teaching children with autism to mand from their peers*. Doctoral Dissertation, University of Southern Maine.
- Roy, W. (2016). *A pilot investigation of a multi-tier system of mathematics instruction for pre-kindergarten students*. Doctoral Dissertation, University of Southern Maine.
- Swan, J. (2016). *Effectiveness of direct instruction on the oral language development of fifth and sixth grade English language learners*. Doctoral Dissertation, University of Southern Maine.

- Boulos, J. (2015). *Peer assisted learning strategies for reading skills improvement for children with social emotional and behavioral disorders*
- Jarmuz-Smith, S. (2015). *A comparison of the effects of low and high-technology activity schedules on task engagement of young children with developmental disabilities*. doctoral dissertation, University of Southern Maine.
- Long, R. (2015). *Response interruption and redirection applied to life skills tasks*. Doctoral Dissertation, University of Southern Maine.
- Williams, D. (2015). *Effects of the 'Strong Kids' curriculum as a targeted intervention for students at-risk for developing depressive disorders*. Doctoral Dissertation, University of Southern Maine.
- Flanders, C. (2014). *Self-Regulated Strategy Development (SRSD) For Writing: A Tier 2 Intervention For Fifth Grade*. Doctoral Dissertation, University of Southern Maine.
- Chenard, M. (2014). *An evaluation of the efficacy of self-regulated strategy development (SRSD) on improving freshman college students' writing abilities*. Doctoral Dissertation, University of Southern Maine.
- Swan, M. O. (2014). *Effects of peer tutoring on the reading fluency and comprehension of seventh grade students*. Doctoral Dissertation, University of Southern Maine.
- Bartlett, C. (2013). *Evaluating the effectiveness of progress monitoring as a second grade mathematics intervention*. Doctoral Dissertation, University of Southern Maine.
- Hugger, K. (2013). *Evaluating the effects of peer-assisted learning strategies (PALS) in mathematics plus an anxiety treatment on achievement and anxiety of third grade students*. Doctoral Dissertation, University of Southern Maine.
- Robert, J. (2013). *Effects of the corrective reading program as an intervention for seventh grade English language learners*. Doctoral Dissertation, University of Southern Maine.
- Bickford, R. (2012). *Promoting students' social and academic success through teacher praise*. Doctoral Dissertation, University of Southern Maine.
- Kiburis, A. (2012). *Evaluating the efficacy of an adaptation of pals for math in a seventh grade classroom*. Doctoral Dissertation, University of Southern Maine.
- Andren, K. (2010). *An analysis of the concurrent and predictive validity of curriculum based measures (CBM), the Measures of Academic Progress (MAP), and the New England Common Assessment Program (NECAP) for reading*. Doctoral Dissertation, University of Southern Maine.
- Harris, E. (2010). *Evaluating the efficacy of reading fluency instruction*. Doctoral Dissertation, University of Southern Maine.
- Piechocki, I. (2010). *The effects of specific types of attention on youth with problem behavior*. Doctoral Dissertation, University of Southern Maine.
- Gritter, A. (2009). *An evaluation of the handwritten and typed writing performance with instruction and no-instruction conditions of students with disabilities*. Doctoral Dissertation, University of Southern Maine.
- Goss, C. L. (2008). *Tier 2 reading interventions: Research study*. Doctoral Dissertation, University of Southern Maine.

CERTIFICATION AND LICENSURE

2022	Certificate in Effective College Instruction (ACUE)
2018-present	Maine Certified Special Education Teacher (K-12)
2012	Sloan Consortium Certificate in Online Teaching (Sloan-C)
2007-present	Alaska Licensed Psychologist
2004-present	Maine Licensed Psychologist
2003-2018	Alaska Certified School Psychologist
2000-present	Maine Certified School Psychologist, Doctoral
2000-present	Nationally Certified School Psychologist
2000-2005	Maine Certified Special Education Teacher (K-12)
1992-2003	Massachusetts Educator Certificate with endorsement as a School Psychologist, Special Educator (P-12), History Teacher (5-12)

OTHER PROFESSIONAL ACTIVITIES

2023-present	International Dyslexia Association Northern New England Branch, Board of Directors
2022-2023	Maine Chapter of the Council for Exceptional Children, Past-President
2021-2022	Maine Chapter of the Council for Exceptional Children, President
2020-2021	Maine Chapter of the Council for Exceptional Children, Vice-President
2019-2020;	Maine Chapter of the Council for Exceptional Children, Representative at Large
2022 - present	
2019-present	Maine Chapter of the Council for Exceptional Children, Member
2019-present	Council for Exceptional Children, Member
2001-present	Maine Association for School Psychology, Member
2002-present	American Academy of Pediatrics, Affiliate, Section on Developmental and Behavioral Pediatrics
2000-present	Phi Kappa Phi, Member
1998-present	American Psychological Association, Division 16 (school psychology), Member
1997-present	American Psychological Association, Member
1997-present	National Association of School Psychologists, Member
1988-present	Phi Alpha Theta, Member

PROFESSIONAL JOURNAL REVIEW ACTIVITIES

2023-present	Ad Hoc Reviewer, <i>Journal of School Psychology</i>
2020-present	Ad Hoc Reviewer, <i>Journal of Special Education</i>
2016-present	Ad Hoc Reviewer, <i>Psychology In the Schools</i>
2013-present	Ad Hoc Reviewer, <i>Journal of Applied School Psychology</i>
2010-present	Ad Hoc Reviewer, <i>Remedial and Special Education</i>
2006-present	Ad Hoc Reviewer, <i>Journal of Educational and Psychological Consulting</i>
2001-present	Editorial Board, <i>Journal of Special Education Leadership</i>
2001-2010	Ad Hoc Reviewer, <i>School Psychology Review</i>
2002-2006	Editorial Board, <i>School Psychology Quarterly</i>
1998-2006	Editorial Board, <i>Journal of Educational Computing Research</i>
1999-2000	Student Editorial Board, <i>School Psychology Quarterly</i>

INTERNATIONAL, NATIONAL, REGIONAL, AND STATE PROFESSIONAL COMMITTEES

2023-present	Maine CEEDAR State Planning Group
2023-present	Council for Exceptional Children Leadership Development Planning Subcommittee
2022-present	Council for Exceptional Children Conference Proposal Reviewer
2021-present	Maine Department of Education Dyslexia Advisory Group
2017-present	Mat-Su Schools Foundation Board of Directors
2013-present	National Association of School Psychologists Convention Proposal Review Committee

2004-present	American Psychological Association, Division 16 Convention Committee
2021-2022	Maine Department of Education Special Education Workforce Stakeholders Workgroup
2014-2016	Maine Psychological Association, Policy Council
2007-2015	National Association of School Psychologists, Child and Profession Committee, Chair
2000-2016	Maine Department of Education, School Psychological Service Provider Advisory Board
2010-2014	Maine Literacy Team
2010-2013	Maine Response to Intervention Steering Committee
2008-2010	Maine Response to Intervention Stakeholder's Committee
2007-2014	Nationally Certified School Psychologist (NCSP) Board, Reviewer
2007-2011	Women and Children's Health Association, Board of Directors
2007-2010	National Association of School Psychologists, Child and Profession Committee, Co-chair
2002-2007	Futures Task Force on Academic Outcomes, School Psychology Leadership Roundtable, Chair
2005	Invited Participant Early Career Scholar, School Psychology Research Collaboration Conference, Washington, DC, August 2005
2003-2013	Maine liaison, School Psychology Futures Conference
2005-2007	Task Force on Special Education Eligibility Definition, Maine Department of Education
2003-2005	Treasurer, Maine Association of School Psychology
2002	Invited on-site participant, School Psychology Futures Conference, Indianapolis, IN, November 2002.
2002-2003	Newsletter Editor, Maine Association of School Psychology
2000-2002	Maine Advisory Task Force on Assistive Technology

UNIVERSITY OF SOUTHERN MAINE COMMITTEES

2023-present	Research Council, Member
2019-present	Research Advisory Council, Member
2013-present	Institutional Review Board (IRB), Member
2020-2022	Graduate Council, Member
2010-2013	Institutional Review Board (IRB), Chair
2008-2010	Strategic planning task force work group 4: Campus and community
2005-2009	Graduate Council
2003-2010	Institutional Review Board (IRB), member
2002-2006	Child Care Advisory Board, chair

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT COMMITTEES

2020-present	Curriculum Committee, Member
2020-2021	Faculty Development Committee, Member
2015-2016	Promotion and Tenure Committee, member
2001-2016	Assessment Center Committee, Chair
2010-2012;	Cross-School Committee on Special Education
2006-2007	
2009-2010	Scholarship Committee
2005-2007	Technology Committee, Co-chair
2002-2004	Professional Development Center Steering Committee
2002-2003	Human Development Major Committee

DEPARTMENT COMMITTEES

2019-2023	Special Education Major Planning Committee
2005-2010	APA and NASP accreditation committee, chair
2004-2010	Curriculum Committee
2000-2005	Psy.D. Planning Committee

2002-2003 NASP Program Approval Board Re-Accreditation Portfolio, Chair

PROFESSIONAL SERVICE ACTIVITIES

2023 Conducted an in-service workshop for special educators in the Veazie, Maine School Department

2022 Consultation with Maine school districts regarding effecting reading instruction

2021 Conducted an in-service workshop for special educators in the Bangor, Maine School Department

Conducted a nationally distributed webinar for school psychologists and special educators about common mistakes when implementing an MTSS and how to address them.

Conducted two webinars for Maine special educators about best practices in understanding orthographic processing in response to recent Maine special education hearing decisions.

2020 Consulted with Pine Tree Legal services (Maine) regarding reading instruction practices as included in Maine IEPs

2019 Conducted professional development for special education and school psychology staff in the Anchorage, Kodiak, and Matanuska-Susitna Borough School Districts (Alaska)

2018 Conducted professional development for special education and school psychology staff in Matanuska-Susitna Borough School District (Alaska) and Cumberland, Falmouth, Gorham, and Yarmouth (Maine)

2017 Conducted professional development for special education and school psychology staff in Matanuska-Susitna Borough School District (Alaska)

2016 Conducted professional development for special education and school psychology staff in Matanuska-Susitna Borough School District (Alaska) and Cumberland, Falmouth, Gorham, and Yarmouth (Maine)

2015 Chaired creation and/or revision of 3 NASP position statements; presented statement drafts at NASP Delegate Assembly

Conducted professional development for special education and school psychology staff in Matanuska-Susitna Borough School District (Alaska) and RSU14 (Maine)

2014 Chaired creation and/or revision of 3 NASP position statements; presented statement drafts at NASP Delegate Assembly

2013 Chaired creation and/or revision of 2 NASP position statements; presented statement drafts at NASP Delegate Assembly

2012 Chaired revision of 7 NASP position statements; presented statement drafts at NASP Delegate Assembly

2011 Chaired revision of 4 NASP position statements; presented statement drafts at NASP Delegate Assembly

Conducted RTI training workshops for Portland Public Schools, Portland, ME

- 2010 Chaired revision of 3 NASP position statements; presented statement drafts at NASP Delegate Assembly
- Conducted RTI training workshops for Maine Regional School Union 21 and Maine School Administrative District 1, Kennebunk and Presque Isle, Maine
- 2009-2010 Brown-Chidsey, R. (2009-2010). Response to intervention: Workshop series. University of Southern Maine, Portland, ME
- 2009 Conducted RTI training workshops for Anchorage, Lake and Peninsula, and Matanuska-Susitna, Alaska School Districts
- 2008 Co-chaired revision of 12 NASP position statements; presented statement drafts at NASP Delegate Assembly
- 2007 Chaired team that developed a web site for resources related to effective academic outcomes for all students: <http://www.usm.maine.edu/cehd/future/>
 Provided consultation to Alaska and Maine school districts concerning Response to Intervention and CBM-DIBELS practices
- Conducted RTI training workshops for Juneau, Alaska School District
- 2006 Chaired regional conference on Response to Intervention, Augusta, ME.
- Presented professional development workshops on Response to Intervention (RTI) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) methods for education professionals
- Provided consultation to Maine school districts concerning Response to Intervention and CBM-DIBELS practices
- 2005 Presented professional development workshops on Response to Intervention (RTI), Curriculum-Based Measurement (CBM), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) methods for education professionals
- Provided consultation to Maine school districts concerning Response to Intervention and CBM-DIBELS practices
- 2004 Presented information about response to intervention (RTI) methods for Maine Administrators of Services for Children with Disabilities (MADSEC)
- Conducted DIBELS trainings for school personnel
- Co-presented at workshop on clinical supervision in school psychology
- Presented a Mini-Skills workshop at the National Association of School Psychologists Annual Convention, Dallas, TX. *Using Response to Intervention Methods to Assist Struggling Learners*
- 2003 Presented on reading interventions to school psychology practitioners
- Participated in the Northeast regional officers NASP meeting
- Presented on ADHD to parents of children with ADHD, Windham, ME.

Panel member, University of New England Medical School, School Connections Case Study, Biddeford, Maine

In-service workshop for teachers on Curriculum-Based Measurement, Gorham School Department, Gorham, Maine

Panel Discussion Presenter, Integrative Session to Review Implementation Steps at The Future of School Psychology Conference:
http://video.indiana.edu:8080/ramgen/vic/futures_20021116_2.rm

2002 Post-doctoral Fellow and School Psychological Service Provider, Windham School Department, Windham, Maine
Direct Instruction for Reading and Curriculum-Based Measurement. Workshop for school psychology professionals. Applied Behavior Analysis Workshops, Standish, ME.
Presented on learning disabilities diagnosis to Kennebunk, Maine Special Education Department personnel

Self-assessment of Supervision Skills. Workshop for school psychology professionals. Professional Development Center, University of Southern Maine. Gorham, ME.

Presented on classroom best practices for students with learning and attention difficulties to Longfellow School (Brunswick, Maine) teachers and parents

Post-doctoral Fellow and School Psychological Service Provider, Windham School Department, Windham, Maine.

2001 *Risk assessment of potentially violent youth*. Workshop for school psychology professionals. Professional Development Center, University of Southern Maine. Gorham, ME

Social Skills Assessment. Workshop for school psychology professionals. Professional Development Center, University of Southern Maine. Gorham, ME

Post-doctoral Fellow and School Psychological Service Provider, Windham School Department, Windham, Maine.

Presented information on reading comprehension strategies to Freeport, Maine middle school personnel

Presented research and intervention implications for reading comprehension to classroom teachers at Village School (Gorham, Maine)

Presented research and intervention implications for reading comprehension to classroom teachers at Harrison Middle School (Yarmouth, Maine)

Presented research and intervention implications for reading comprehension to classroom teachers at Elementary School (Cumberland, Maine)

Presented research and intervention implications for reading comprehension to classroom teachers at Plummer-Motz School (Falmouth, Maine)

2000 *Curriculum-Based Measurement: What is it and why do it?* Half day workshop. Lower Pioneer Valley Educational Collaborative. East Longmeadow, MA

Testing in the spirit of the law: Using curriculum-based measurement to identify and teach

students with special needs. Full day workshop. Frontier Regional and School Union 38 districts. Whately, MA

1999 *Learning Disabilities and Reading Difficulties.* Full day workshop. Lower Pioneer Valley Educational Collaborative. East Longmeadow, MA

Curriculum-Based Measurement (CBM). Full day workshop. Hampshire Educational Collaborative. Northampton, MA

1998 *Batteries not included: Energizing students with learning difficulties.* Faculty in-service training. Eaglebrook School, Deerfield, MA

Jennifer S. Knutson
11042 Kaskanak Dr., Eagle River, AK
907-952-2928
jennieknutson19@gmail.com

EDUCATION

- 2014 Graduate Certificate, University of Alaska, Anchorage, Alaska
Major: Educational Leadership, K-12
- 2005 Ph.D., University of Oregon, Eugene, Oregon
Major: School Psychology
Dissertation Title: The effect of corrective feedback and individualized practice guided by formative evaluation on the reading performance of children who have not made adequate progress in early reading instruction.
- 1995 S.S.P., Eastern Illinois University, Charleston, Illinois
Major: School Psychology
- 1991 B.A., University of Wisconsin, Milwaukee, Wisconsin
Major: Psychology

PROFESSIONAL EXPERIENCE

- 2022-present Senior Director of Mental Health and Student Support
Anchorage School District, Anchorage, Alaska
- 2019-2022 Adjunct Faculty, Educational Leadership Program
Chadron State College, Chadron, Nebraska
- 2018-2022 Senior Director of Teaching and Learning
Anchorage School District, Anchorage, Alaska
- 2013-2018 Senior Director of Professional Learning
Anchorage School District, Anchorage, Alaska
- 2012-2013 Curriculum Coordinator, Response to Instruction (RTI)
Anchorage School District, Anchorage, Alaska
- 2009-2012 Special Education School Psychology Lead
Anchorage School District, Anchorage, Alaska
- 2003-2012 School Psychologist
Anchorage School District, Anchorage, Alaska

2001-2009 Educational Consultant
Alaska

1995-2000 School Psychologist
Kenai Peninsula Borough School District, Kenai, Alaska

1994-1995 School Psychologist Intern
Waukegan Public Schools, Waukegan, Illinois

COURSES TAUGHT

Chadron State College

EDCI 635: Curriculum Development
EDAD 638: Personnel Administration
EDAD 632: Supervision of Instruction

University of Alaska

ED555: CHAMPS Enhanced
ED555: CHAMPS: A Proactive & Positive Approach to Classroom Management
ED555: Creating Effective Student Support Teams
ED555: Introduction to Response to Instruction (RTI)
ED555: Equity Through the SEL Lens
ED555: Middle School RTI Academy
ED556: Response to Instruction (RTI): Tire 1 Universal Screening
ED555: Behavioral Response to Instruction: Creating a Continuum of Supports

University of Oregon (Teaching Assistant)

Foundations in Learning and Intervention
School Psychology Practicum

PRESENTATIONS AT PROFESSIONAL CONFERENCES

Wilson, B., Steinhauser, J., Davis, J., and Knutson, J. (2019). *Innovations in SEL evidence-based practices*. CASEL SEL Exchange Conference, Chicago, IL.

Knutson, J. & Davis, J. (2017). *Implementing SEL to maximize student success*. Northwest TURN Conference, Portland, OR.

Davis, J., & Knutson, J. (2015). *Using staff survey data to strengthen school-wide SEL implementation*. CASEL Collaborating Districts Initiative Convening, Cleveland, OH.

Davis, J. & Knutson, J. (2013). *SEL sustainability in the Anchorage School District*. CASEL Collaborating Districts Initiative Convening, Nashville, TN.

- Knutson, J. & Legg, D. (2010). *Behavioral RTI: It's not just academic*. Alaska Fall Principal Conference, Anchorage, AK.
- Knutson, J. (2010). *Response to Instruction/Intervention*. National Education Association (NEA) Conference, Anchorage, AK.
- Knutson, J. (2009). *Analysis of tier 1 universal screening data: The foundation for a successful RTI service delivery model*. Alaska Fall Principal Conference, Anchorage, AK.
- Knutson, J. (2009). *Response to Instruction (RTI) at the secondary level: The critical role of instructional leadership*. Spring Secondary Assistant Principal Conference, Anchorage, AK.
- Knutson, J. (2008). *Response to Instruction/Intervention (RTI): Where is Alaska?* Fall Alaska Principal Conference, Anchorage, AK.
- Knutson, J., & LeBlanc, R. (2008). *Response to Intervention (RTI): Change what we do to improve outcomes for students at Mountain View Elementary*. Alaska NCLB Winter Conference, Anchorage, AK.
- Knutson, J. (2007). *Formative evaluation: Using progress monitoring data to Inform reading instruction*. Alaska Reading First Summit, Anchorage, AK.
- Knutson, J. (2007). *Implementing a problem-solving model: Working toward Response to Instruction (RTI)*. Alaska State Special Education Conference, Anchorage, AK.
- Knutson, J. (2007). *Digging deeper: Specific level reading assessment to inform decision-making*. Alaska Reading First Leadership Conference, Anchorage, AK.
- Knutson, J. (2005). *Integrating a problem-solving process into Alaska Reading First*. Alaska Reading First Leadership Conference, Anchorage, AK.
- Knutson, J. (2003). *Identification of students under the Learning Disability (LD) category: Proposed reauthorization of IDEA 1997*. Alaska State Special Education Conference, Anchorage, AK.
- Knutson, J. & Good, R. (2002). *Kenai Peninsula Borough School District Reading Intervention Project*. National Conference for School Psychologists, Chicago, Illinois.
- Knutson, J. & Praker, B. (1998). *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*. Alaska State Special Education Conference, Anchorage, AK.

REFEREED PUBLICATION

- Knutson, J., Simmons, D., Good, R., & McDonagh, S. (2004). Specially designed assessment and instruction for children who have not responded adequately to reading intervention. *Assessment for Effective Intervention*, 29, 47-58.

SCHOOL DISTRICT LEADERSHIP PROJECTS & GRANTS

Anchorage School District

- 2022-present Integrated School-based Mental Health
- 2022-present Positive Behavior Interventions and Supports (PBIS)
- 2022-present Project AWARE (Advancing Wellness and Resiliency in Education), Substance Abuse and Mental Health Services Administration (SAMHSA) Grant
- 2016-2022 Multi-tiered System of Support (MTSS)
- Fall 2016 Equity in Education Project, Partnership with First Alaskans Institute
- 2015-2020 Partnerships for Success: Social Emotional Learning & Culturally Responsive Practices, Cook Inlet Tribal Council & SAMHSA Grant
- 2013-2018 Social Emotional Learning (SEL) Collaborating Districts Initiative, Collaborative for Academic, Social, and Emotional Learning (CASEL)
- 2013-2018 Project Connect: Supporting Military Connected Students Through SEL and Experiential Education, Department of Defense Education Activity (DoDEA) Grant
- 2011-2015 Response to Instruction (RTI) for Reading and Math
- 2009-2013 Universal Screening and Progress Monitoring
- 2009-2011 Student Support Teams
- 2003-2009 Reading First Program, Mountain View Elementary School

Kenai Peninsula Borough School District

- 1997-2000 Early Reading Project & Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

PROFESSIONAL COMMITTEES

- 2024 UAA School Psychology Advisory Board
- 2023-present Alaska Behavioral Health Advisory Council
- 2022 UAA School of Education Advisory Committee
- 2018-present Multicultural Education Concerns Advisory Committee (MECAC), Anchorage School District
- 2010-present Alaska RTI/MTSS Conference Committee (conference co-founder)
- 2016-2022 Learning Forward Alaska Affiliate Board
- 2011-2012 Alaska Literacy Blueprint: Birth to Graduation Statewide Committee
- 2010-2012 Alaska School Psychologist Association President Elect and President
- 2008-2009 Alaska Response to Intervention Statewide Committee

AWARDS

2008 Alaska School Psychologist of the Year

CERTIFICATIONS

2015-2025 Alaska Administrative Certificate, Type B

1997-2015 Alaska Special Services Certificate, Type C/Type K
- Applied for Type C renewal on July 29, 2024

PROFESSIONAL ASSOCIATIONS

National Association of School Psychologists

Alaska School Psychologist Association

American Psychological Association, Division 16