



Ed.S. PROGRAM
IN
SCHOOL PSYCHOLOGY
Manual of Policies and Procedures

College of Education
Department of Education and Human Services
Lehigh University

http://www.lehigh.edu/education/sp/eds_sp.html

Approved: May 1985
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**The Ed.S. program in School Psychology is fully approved by
the National Association of School Psychologists (NASP).**

NOTE: This manual provides relevant information about Lehigh University's Ed.S. program in School Psychology. Although effort has been made to be as specific and comprehensive as possible, there are inevitable details that have been missed. Please refer any questions to your advisor.

Program Philosophy

The Ed.S. program emphasizes psychological and educational foundations, training in assessment of typical and special populations, psychological consultation and problem solving, design and evaluation of behavior change programs, delivery of these and other psychological services in the schools, and supervised practical experience in these areas. The courses and supervised practica are designed to help students view and understand the school as a unique setting, and gain the expertise and confidence to apply psychological principles and skills towards solving problems occurring in the school community.

Historically, the traditional role of the school psychologist was defined as psychometrician. Specifically, school psychologists have commonly been perceived as responsible for making reliable decisions for entrance into special education. The methods by which school psychologists make such decisions are usually based on the results of standardized psychological and educational tests. This traditional approach to school psychology has long been challenged as inadequate, unfulfilling, and unsatisfactory. Critics have effectively argued that school psychologists must be capable of more than just testing. Many alternative roles have been suggested including the school psychologist as consultant, counselor, vocational evaluator, program evaluator, in-service provider, and supervisor.

The faculty of the training program at Lehigh University believes strongly that school psychologists must be able to function effectively in a variety of roles including provision of traditional

psychometric services. Any decisions that are made in the provision of services, however, must be based on empirical research that substantiate these decisions and conducted within a problem-solving model. At the Ed.S. level, students must attain skills in knowing how to read, understand, access, and interpret research as well as having solid foundations in understanding human behavior. More importantly, we believe school psychologists must be capable of linking their assessments to the development and implementation of interventions.

Although there is no one theoretical orientation which can provide a comprehensive, empirically valid approach to providing school psychological services, the research offered from a behavioral orientation provides perhaps the largest single source of research substantiating all aspects of service delivery, assessment, intervention, and consultation. Although students are exposed through coursework to other theoretical approaches to conceptualizing academic and behavior problems of school-age populations, the primary orientation of the majority of coursework and faculty is of a behavioral nature. It is important to note, however, that the range of behavioral orientation within the program is quite varied including those who are applied behavior analytic and those who are more cognitive-behavioral.

In addition to approaching consultation, assessment, and intervention from a behavioral framework, the program also emphasizes the environmental influences of family, community, and culture in the problem-solving process. Although the program focuses on the school as the point of intervention, school psychologists must have sufficient understanding of how these environmental variables within which students live impact their difficulties.

The impact of a behavioral, problem-solving, and ecological orientation of the program results in an integrated set of courses and competencies across the professional training sequence. Students receive extensive and rigorous training in behavioral assessment for academic and social/emotional problems,

intervention strategies for problems commonly facing the school psychologist, and the use of behavioral and systems consultation as the method for delivering service. In addition, students receive rigorous training in traditional assessment techniques (intellectual and educational assessment), and are exposed to knowledge, techniques, and theoretical orientations evident in Counseling Psychology, Special Education, and basic psychology areas such as developmental, cognitive, social, and biological bases of human behavior.

Lehigh's School Psychology program also is strongly committed to providing students with a knowledge and experiential basis in multicultural perspectives. Operating from a broad definition of diversity, it is extremely important for students to understand and appreciate multiple ways in which individuals may differ (e.g., ethnic, cultural, racial, gender). Specifically, students in the School Psychology program must demonstrate sensitivity to the important ways in which understanding cultural diversity contributes to critical educational decisions in the lives of children.

Program Domains and Competencies

Students completing the Ed.S. program must be thoroughly familiar with the functioning of a school system and the role and function of the school psychologist within this system. They will understand that thoroughness and competence in their work is essential to providing effective advocacy for the students.

The program is centered around the 11 Standards specified by the National Association of School Psychologists (NASP) representing the core areas. Table 1 below shows the relationship between the NASP Standards and the specific courses of the curriculum.

Table 1. NASP Standards Linked to Lehigh

NASP Standard	Courses Meeting Standard/Competency
<p>1. Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeate every aspect of professional practice.</p>	<p>SchP 402 SchP 412/SchP 431 SchP 422/SchP 432 SchP 423/SchP 433 SchP 425/SchP 435 SchP 429 (RTI Seminar) SchP 443</p>
<p>2. Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>SchP 412/431 SchP 425/435 SchO 429 (RTI Seminar) SchP 443</p>
<p>3. Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.</p>	<p>Educ 402 Educ 451 SchP 412/431 SchP 422/432 SchP 425/435 SchP 429 (RTI Seminar) SchP 443</p>
<p>4. Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>Educ 402 Educ 491 Psy/Bios 404 SchP 402 SchP 412/431 SchP 423/433 SchP 426 SchP 443 SpEd 418 SpEd electives</p>

<p>5. Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	<p>CPsy 471 SchP 404 SchP 412/431 SchP 429-RTI Seminar SchP 443</p>
<p>6. School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	<p>SchP 404 SchP 407 SchP 425/435 SchP 429-RTI Seminar SchP 443</p>
<p>7. Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	<p>Educ 491 Psy/Bios 402 SchP 407 SchP 426 SchP 443 CPsy Electives</p>
<p>8. Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>Educ 402 Educ 451 SchP 423/433 SchP 426 SchP 443</p>
<p>9. Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School Psychologists evaluate and translate research into practice, and understand research and statistics in sufficient depth to plan and conduct research and program evaluations for improvement of services.</p>	<p>Educ 403 Educ 408 Educ 409 SchP 402 SchP 412/431 SchP 434 SchP 443</p>
<p>10. School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</p>	<p>SchP 404 SchP 443</p>
<p>11. Information Technology : School psychologists have knowledge of information sources and technology relevant to their work. School Psychologists evaluation, and utilize information sources and technology that safeguard or enhance the quality of services.</p>	<p>SchP 422/432 SchP 423/433 SchP 425/435 SchP 429-RTI Seminar SchP 443</p>

Competencies within the Lehigh University program are intended to provide the school psychologist with skills and knowledge in the areas of Core Psychological Knowledge, Research Design and Application, Psychological Applications – Assessment, Psychological Applications – Consultation & Intervention, Psychological Applications – Communication, Professional Responsibility, and Diversity & Multicultural Perspective. Each of the competencies within the Domain are linked to NASP Standards.

Table 2 shows the relationship between each NASP Standard and the specific competency within Lehigh’s School Psychology program.

Table 2. Lehigh School Psychology Domains and Competencies Linked to NASP Standards

Domain A. Core Psychological Knowledge	Competencies
NASP Standard	
2.3, 2.8	1. Students will acquire knowledge of current research issues in child and adolescent development.
2.8	2. Students will acquire knowledge of current research issues in cognitive psychology and learning theory.
2.4, 2.7	3. Students will acquire knowledge of current research issues in the biological basis of human behavior.
2.1, 2.5, 2.6, 2.10	4. Students will acquire knowledge of the history of psychology and the profession of school psychology.
2.1, 2.11	5. Students will acquire knowledge of current issues in research and practice of school psychology.
Domain B. Research Design & Application	Competencies
NASP Standard	
2.1, 2.9, 2.11	1. Students will apply knowledge of single case research design in practice.
2.9, 2.11	2. Students will be able to understand the use of group and correlational designs and analyses in research studies.
2.9, 2.11	3. Students will acquire a working knowledge of basic psychometric principles including reliability and validity.
2.9, 2.11	4. Students will demonstrate ability to synthesize a body of literature and effectively communicate this synthesis in a written form.

Domain C1: Psychological Applications Assessment	Competencies
NASP Standard	
2.1, 2.3, 2.11	1. Students will demonstrate accuracy in scoring, administering and interpreting individual and group tests of intelligence, achievement, and adaptive behavior.
2.1, 2.3, 2.4, 2.8, 2.11	2. Students will demonstrate knowledge of a wide variety of testing instruments.
2.1,2.3,2.4, 2.11	3. Students will acquire knowledge of strategies to assess cognitive and academic functioning in students with special needs.
2.1, 2.3, 2.4, 2.8, 2.11	4. Students will demonstrate appropriate selection of assessment methods for individual cases.
2.1, 2.4, 2.8, 2.11	5. Students will demonstrate skills in conducting clinical interviews of children and parents in the process of conducting a behavioral assessment.
2.1, 2.3, 2.4, 2.6, 2.8, 2.11	6. Students will demonstrate knowledge and application of conducting direct, systematic behavioral observations.
2.1, 2.4, 2.8, 2.11	7. Students will demonstrate knowledge and application of identifying and selecting appropriate instruments in conducting behavioral assessments for social/emotional problems of children.
2.1, 2.3, 2.4, 2.6, 2.11	8. Students will demonstrate knowledge and applications in conducting curriculum-based assessments for academic problems.
2.1, 2.3, 2.5, 2.6, 2.11	9. Students will demonstrate knowledge and sensitivity to issues related to assessment with culturally and linguistically diverse populations.
Domain C2: Psychological Applications - Consultation & Intervention	Competencies
NASP Standard	
2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8	1. Students will acquire knowledge of intervention strategies to address the cognitive and academic functioning of students with special needs.
2.1,2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11	2. Students will demonstrate knowledge and application of selecting appropriate intervention procedures for academic and social/emotional classroom problems.
2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.11	3. Students will demonstrate effective use of problem identification interviews in using consultation to deliver psychological services.
2.1, 2.2, 2.3, 2.5	4. Students will demonstrate effective use of problem analysis interviews in using consultation to deliver psychological services.
2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8	5. Students will demonstrate effective use of intervention strategies in using consultation to deliver psychological services.

2.1, 2.2, 2.3, 2.5,	6. Students will demonstrate effective use of intervention evaluation strategies in using consultation to deliver psychological services.
2.6, 2.7	7. Students will demonstrate knowledge and application of effective counseling techniques for child and adolescent crisis situations.
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11	8. Students will demonstrate knowledge and sensitivity to issues related to interventions with culturally and linguistically diverse populations.
Domain C3 Psychological Applications - Communication	Competencies
NASP Standard	
2.1, 2.3, 2.4, 2.6, 2.8, 2.11	1. Students will demonstrate skills in writing psychological reports.
2.1, 2.4, 2.8, 2.11	2. Students will demonstrate skills in communicating evaluation results with parents, teachers, pupils, and other school personnel.
2.6, 2.7	3. Students will acquire knowledge of systems theory and organizational development as they impact upon the educational setting.
Domain D Professional Responsibility	Competencies
NASP Standard	
2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11	1. Students will demonstrate knowledge and application of ethical principles in delivering psychological services.
2.1, 2.3, 2.5, 2.6, 2.9, 2.10, 2.11	2. Students will demonstrate knowledge and application of standards for psychological tests.
2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11	3. Students will demonstrate knowledge and application of legal rights of parents, schools, and students.
2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.11	4. Students will demonstrate effective skills in working within multidisciplinary teams.
2.5, 2.6, 2.10	5. Students will demonstrate the development of affiliation with the profession of psychology and school psychology.
Domain E Diversity & Multicultural Perspective	Competencies
NASP Standard	
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11	1. Students will demonstrate knowledge of potential biases in evaluation processes when working with culturally and linguistically diverse populations.
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11	2. Students will demonstrate knowledge and sensitivity to the influences of cultural and linguistic diversity in application of psychological services in schools.
2.3, 2.5, 2.8	3. Students will demonstrate personal sensitivity to their own biases related to working with individuals from diverse cultural and linguistically diverse backgrounds.
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	4. Students will demonstrate effective skills in working with families including those from culturally and linguistically diverse backgrounds.

Admission Standards

Lehigh's School Psychology program follows the minimum admission standards for the College of Education:

1. Undergraduate G.P.A. minimum 3.00; or
2. Graduate G.P.A. minimum 3.00 (≥ 12 credits); or
3. average G.P.A. of at least 3.00 for the last two semesters of undergraduate study; and
4. at least two letters of recommendation; and
5. completion of specific statements regarding professional experience and diversity perspective (School Psychology program only).

It is preferred that students have a Bachelor's degree in some area related to human services (e.g., Psychology, Education, Social Work, Nursing, Human Development, Family Studies). For those not having degrees in these areas, students should have had at least one course in general or educational psychology, one course in atypical development (e.g., abnormal psychology, exceptional children), one course in typical development of children and/or adolescence (e.g., developmental psychology), and one course in experimental psychology/statistics/research methodology. Students who do not meet these requirements may still be considered for admission; however, they may be required to take specified undergraduate courses prior to formal admission to the program.

Before a student can be considered for admission, they must submit transcripts from all previous undergraduate and graduate work, scores the Graduate Record Examination (Miller's Analogies Test and advanced GRE are optional), and letters of recommendation. International students whose native language is not English are required to submit scores on the Test of English as a Foreign Language. All students must provide written statements regarding

professional experience and diversity perspective. These written statements are examined critically by faculty in making admission decisions. Personal interviews are scheduled with those applicants found to be promising.

Because the Ed.S. program includes completion of graduate work that allows students to be eligible for certification as a School Psychologist in the Commonwealth of Pennsylvania, all students must complete certification requirements stipulated by the Pennsylvania Department of Education. Specifically, students must have had 6 credits of undergraduate college level math, 3 credits of English composition, and 3 credits of English/American literature (or equivalents). Student credentials are examined at admission and those who do not meet these requirements will be notified. Any deficiencies must be remediated before they can be recommended for certification. Students who received Advanced Placement credit as undergraduates or achieved specific scores on the SAT-2 examinations in mathematics, writing, and literature can be exempt from some of these requirements. For certification purposes, all students must successfully pass the PRAXIS examinations in both the Pre-Professional Skills Test (reading, writing, listening, mathematics) as well as in their area of certification (school psychology).

All students who are offered admission to the School Psychology program must also obtain and present to the Program Coordinator the following current (not more than 1 year old) clearance documents prior to each fall semester: (a) FBI Federal Criminal History Record (Act 114); (b) Pennsylvania State Police Request for Criminal Records Check (Act 34); (c) Pennsylvania Child Abuse History Clearance (Act 151); and (d) negative Mantoux Tuberculosis screening.

Curriculum and Degree

Requirements for certification as a school psychologist in most states (including Pennsylvania) do not involve a doctoral degree and it is now most commonly a 60-hour Master's degree or an Education Specialist degree. Because the College of Education does not have a Master's program specifically in School Psychology, those students entering the program without a Master's degree initially work to complete a Master's degree in Human Development. Although this is not a degree specific to any one specialty area, courses are selected and designed to fulfill the role as prerequisite courses to the Ed.S. (Specialist Degree) in School Psychology. The Master's in Education with a major in Human Development is awarded after 30 semester hours and the completion of the research requirement. This competency can be met in several ways:

1. Students may enroll in the Educ 403 Research course.
2. Students may petition the faculty for approval of the research competency after completion of a significant research project. Typically, approval through petition requires students to present evidence of research competency through a paper that has been published and/or presented at national conferences.
3. Students may enroll and satisfactorily complete SchP 434 Applied Research Practicum (3 credits taken concurrently or apportioned across three semesters) or Educ 461 Single Subject Research Design, plus volunteer to actively assist graduate students and/or faculty in the completion of one or more research projects. Examples of additional research activities students should be involved in include keeping a log of all activities, attending all research meetings associated with the project, and attending all defenses and departmental colloquia during the time period that student is registered for applied research practicum. The objective is to expose students to a wide variety of research methodologies and approaches. At the

conclusion of the third practicum credit, students must write either *a literature review* or *research proposal* in an area related to the research project wherein they served as assistants. The topic for the paper must be approved by the student's advisor at least one semester before it is completed. These papers will be submitted and approved by the student's advisor only. When the paper is accepted by the advisor, students will also submit the completed *Ed.S. Research Requirement Checklist* (see Appendix A). The student will then present their literature review at a subsequent Student Research Poster Session within the academic year in which the review is completed.

The Ed.S. degree is awarded after the completion of 66 semester hours (including the 30 hours for the Master's degree) and successful completion of both the PRAXIS I and PRAXIS II (School Psychology) examination. Previous graduate work is reviewed by the program coordinator, and where appropriate, credit is given for courses directly fulfilling school psychology program requirements. Students must complete their program within 8 years of admission if entering with a bachelor's degree or 6 years if entering with a Master's degree. A maximum of 30 semester hours can be credited for previous graduate work. Coursework taken more than 10 years prior to entering the program is not credited toward the hours needed to complete the degree program. The program is designed to meet the certification requirements of the State of Pennsylvania. However, the program also meets the academic requirements for school psychology certification in most neighboring states.

The program is divided into five areas: Research core (6 hours), Psychological Foundation core (12 hours), Counseling Psychology (3- 9 hours), Special Education (3 - 9 hours) and Professional School Psychology Core (36 hours). Of the 66 hours in the program, 54 are required. The program outline is presented on the following pages. Additionally, a typical course sequence across the 3 years of the program (for a full-time student) is displayed. The course sequence outlined is suggestive only and will

vary somewhat based on student background and previous graduate work.

The program also allows for variation for students who are enrolled in the available subspecializations within the Ed.S. program. These subspecializations vary with the presence of specific personnel preparation training grants held by the faculty. Currently, the Ed.S. program offers a subspecialization in Autism Spectrum Disorders and Response to Intervention, which requires specific coursework and additional practica that substitute for some of the required 66 hours of the program. The specifics of the curriculum for students enrolled in this subspecialization are provided in the list of curriculum requirements.

Autism Spectrum Disorders (ASD) subspecialization. The purpose of the U.S. Department of Education grant that supports this subspecialization is to train school psychologists to provide assessment, intervention, and consultation support for the inclusion of students with ASD in general education activities. The project offers Ed.S. trainees direct experiences in classrooms for students with ASD and extensive consultation experience with general education teachers for the purpose of facilitating inclusion of these students. It involves a year of intensive specialization during which Ed.S. trainees participate full-time during the first academic year of their graduate program. This is followed by two years of continued skill application in the schools during the second and third year of their Ed.S. program in School Psychology.

Competencies are attained through coursework and practice in the schools. During the fall semester of the first year, trainees work 16 hours per week in classrooms for students with ASD. During the spring semester, trainees shift their focus to the general education setting in which the students with ASD are being included. Trainees spend 16 hours per week working as consultants to the general education teachers. During the second year in the project, trainees meet biweekly in the schools with first-year trainees to help mentor them in their role as inclusion

specialists for students with ASD. The third year of the trainees' graduate program is spent as a full-time, full-year intern in a school district or intermediate unit, as required by NASP-approved programs. Through these experiences as inclusion consultants, trainees acquire skills in system consultation and in building system capacity for inclusion of students with ASD.

Response to Intervention (RTI) subspecialization. The purpose of the subspecialization is to train certification level school psychologists as specialists in the development, implementation, and facilitation of RTI with particular attention to urban and rural settings, as well as in the requirements of moving RTI toward the middle school level. The project is a collaborative effort between the School Psychology program at Lehigh University and school districts within the region who have established working and effective models of RTI. Ed.S. students complete this subspecialization in their second and third years of graduate training.

A major component of the project involves having trainees serve as a practicum student in a school district that is implementing an RtI model of service delivery for one academic year, two days per week,. During year one of the RtI subspecialization (students' second year in graduate training), trainees will spend their first semester (252 clock hours, 2 days per week, 18 weeks) primarily in observation of various RtI components. In the second semester (252 clock hours, 18 weeks), trainees will take an active role in the team process, and be given responsibilities for hands-on implementation of assessment, intervention development, progress monitoring, and other aspects of the implementation of the RtI process.

During year two of RtI subspecialization (the student's internship year), internship will occur in the same site (assuming agreement of the internship site) in which practica was conducted during the second year of the project. Across the year of internship experiences, trainees will be expected to be in the capacity of the school psychologist within the RtI process,

which would include facilitating assessment, intervention, and consultation processes within the model. Students are required to successfully complete 1200 hours in a school setting as a school psychology intern. Because trainees will be placed in sites emphasizing an RtI process for service delivery and decision-making, they will have the opportunity to directly provide services consistent with the model within which they spent their training.

Students must apply to the project during the spring of their first year of the Ed.S. program and selection is competitive. Applications are reviewed by the project director, Dr. Ed Shapiro, and students are selected based on the strength of their background, interest, and expressed knowledge that match the objectives of the project. The number of available positions in the project varies from year to year and not all qualified applicants can be accepted to the project.

**Educational Specialist degree and certification as a School Psychologist
(66 hours minimum)
(Rev 8/10)**

Certification Pre-Requisites _____ Undergraduate Mathematics (6) _____ Undergraduate English Literature (3) _____ Undergraduate English Composition (3)
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Semester Taken

Area I: Research Core (6 hours)

Educ 403 Research (3) _____

Or

SchP 434 Applied Research Practicum (3) _____

Educ 408 Introduction to Statistics (3) _____

Or

Educ 409 Analysis of Experimental Data(3) _____

Area II: Psychological Foundation Core (12 hours)

Educ 451 Applied Principles of Cognitive Psychology _____

or

Psy 403 Cognitive Psychology (3) _____

Psy /Educ 402 Developmental Psychology (3) _____

Educ 491 Advanced Seminar:
Clinical Neuropharmacology (4) _____

or

Psy 404 Behavioral Neuroscience (3) _____

CPsy/Educ 471 Multicultural Issues (3) [Required] _____

Area III: Counseling Psychology (3-9 hours)

CPsy 439 Theory and Practice of Group Coun (3) _____

CPsy 440 Intro to Family Counseling (3) _____

CPsy 442 Counseling & Therapeutic Approaches(4) _____

CPsy 445 Elementary School Counseling & Guidance (3) _____

CPsy 462 Assessment of Personality (3) _____

CPsy 480 Practicum (3) _____

Others by advisor approval.

Area IV: Special Education (3- 9 hours)

Approved Electives:

Psy 338	Emotional & Behavior Disorders in Children (3)	_____
SpEd 332	Education and Inclusion for Individuals With Special Needs (3)	_____
SpEd 333	Physical Handicaps and Developmental Disabilities (3)	_____
SpEd 339	Design of Instruction of Individuals w/ Learning Disabilities (3)	_____
SpEd 418	Life Skills and Transition Strategies (3)	_____
SpEd 419	Academic and Curricular Strategies (3)	_____
EdL 470	Special Education Law (3)	_____

Others by advisor approval.

Autism Subspecialization (6)		
	Bi-weekly Seminar: Autism Spectrum Disorders (0)	_____
	Bi-monthly Seminar: Diversity Sensitivity Consulting (0)	_____
	Daily Practicum in Autism Spectrum Disorders (0) (requires 480 clock hours in ASD)	_____
SpEd 418	Life Skills and Transition Strategies (3)	_____
SpEd 428	Positive Behavioral Support (3)	_____
	OR	_____
SpEd 465	Advanced Methods for Inclusion (3)	_____

Specialist in RTI Implementation (25)		
SchP 423	Behavioral Assessment (3)	_____
SchP 407	Crisis Management (3)	_____
SchP 429	Topical Seminar in RTI (4) (replaces SchP 433 & SchP 435)	_____
SchP 437	Specialized Practia in RTI (3) (replaces Counseling electives)	_____
SchP 443	Certification Internship (9)	_____

Area V: Professional Core (36 hours)

SchP 407	Current Issues: Crisis Management in Schools	_____
SchP 402	Applied Behavior Analysis (3)	_____
SchP 404	Historical & Contemporary Issues in School Psychology (3)	_____
SchP 412	Consultation Procedures (2)	_____
SchP 422	Assessment of Intelligence (3)	_____
SchP 423	Behavioral Assessment (3)	_____
SchP 425	Assessment & Interv in Ed Consult (3)	_____
SchP 426	Advanced School and Family Interventions(3)	_____
SchP 431	Practicum in Consultation Procedures (1)	_____
SchP 432	Practicum in Assessment of Intelligence (1)	_____
SchP 433	Practicum in Behavioral Assessment (1)	_____
SchP 435	Practicum in Assess. & Interv. in Ed. Consult (1)	_____
SchP 443	Certification Internship (9)	_____

Ed.S. Program in School Psychology:

Typical Course Sequence

Year 1

Fall	Spring	Summer
Educ 451 or Psyc 403 ^a (3) SchP 402 (3) SchP 404 (3) SchP 434 (1)	Psyc 405 or Psyc 474 (3) SchP 426 ^b (3) SchP 422/432 (3) SchP 434 (1)	CPsy 471 (3) Educ 408 (3) SchP 434 (1)
Get feet wet!	Identify literature	Write literature review

^a If not offered, take SchP 407.

^b If not offered, take CPsy or SpEd elective.

Year 2

Fall	Spring	Summer
CPsy 466 ^a (3) SchP 423/433 (4) SchP 412/431 (3)	SchP 425/435 (4) SpEd Elective ^b (3) CPsy elective ^b (3)	Psyc 404 o4 486 (3) CPsy or SpEd elective (3) CPsy or SpEd elective ^c (3)
Present student colloquium	Apply for internships; organize portfolio	Draft portfolio statements

^c One of these electives could be taken during the first or fourth semester or, if completing a local internship, could also be taken during the fifth semester.

Year 3

Fall	Spring	Summer
SChP443 Complete portfolio	SchP443 Submit & defend portfolio; apply for jobs	SchP443 Choose from <i>offers!</i>

Ongoing Review

After a student is admitted to graduate studies, a letter of evaluation from the advisor at the end of each academic year. Students are asked to complete a *Student Annual Accomplishment Sheet* (Appendix B). Performance is evaluated in three domains: academic competence, clinical competence, and professional competence. Academic competence is reflected in the student's attained grades in coursework and comments regarding the quality and quantity of their in-class contributions. Clinical competence is evident through the reports of faculty and field supervisors regarding the students' performance in various practica and/or internship requirements. As a program designed to train professional psychologists, judgments of clinical competence are crucial in the evaluation process. Professional competence refers to those skills needed to function effectively as a psychologist including the following of ethical guidelines, relationships with student colleagues and faculty, and fulfilling responsibilities related to graduate training.

The letter sent to the student will reflect both the advisor's and the faculty's review of the students performance to date in coursework, responsibilities related to their form of support, and other academic scholarship (e.g., collaboration with faculty). Students are given an opportunity to respond in writing to the evaluation letter provided by faculty. In addition, the letter will provide feedback regarding a student's professional/clinical skills. This letter is intended to help the student maintain high quality work and to prevent unexpected termination from the program. Satisfactory progress as stated in the letter is required to retain ongoing funding.

Students who do not attain satisfactory progress in the assessed areas may be placed on a probationary period, as determined by the faculty. The terms of the student's probation are clearly indicated in the letter. A meeting between the student and the program faculty is held to discuss the evaluation letter as well as its terms. Should the student be dissatisfied with the outcomes of this meeting,

they have the right to appeal the decision to the Department Chairperson, Dean of the College of Education, and the Office of the Provost, in that order.

Continuation in the program is dependent upon several factors. Course grades serve as one measure of progress. Students are expected to maintain high quality performance indicative of graduate level training. Students must maintain at least a 3.00 GPA throughout their enrollment in the program.

A second important factor in continuation within the program is the demonstration of effective clinical skills in remediation and assessment. Because school psychologists must possess abilities beyond those evident in academic coursework, students must reach acceptable competency levels in performing psychological evaluations. Failure to meet these competencies results in required remedial work prior to continuation within the program. Faculty make every effort to advise graduate students who may be in danger of not reaching acceptable levels of competency in clinical skills.

Third, school psychologists must maintain effective use of ethical and professional standards in their work. As such, graduate students are also evaluated in their ability to demonstrate applications of ethical principles of their profession, establish and maintain effective relationships with fellow graduate students and faculty, and complete the obligations and responsibilities associated with their funding source.

Practicum and Internship Experiences

The heart of any program to prepare school psychologists lies in the practical and supervised experience they receive. The Ed.S. program at Lehigh offers various levels of practicum experience including non-credit observational practica, supervised practica as part of academic coursework, and a full-time full-year internship in a school. The following figure illustrates the sequence of School Psychology Program Field Experiences.

Practicum Experience

Observational practica. Students begin their experience through an observational practica during their first year of the program. Designed primarily for students with minimal or no previous school-based experience, students complete a series of 25 assigned activities designed to familiarize students with the educational environment (see Appendix C).

Course-related practica. Hands-on experiences are also provided through projects that are assigned in courses. In the first and second years, students complete an applied behavior analysis project and a series of 1-credit practica in conjunction with four other courses (Consultation Procedures, Assessment of Intelligence, Behavioral Assessment, and Assessment & Intervention in Educational Consultation). During each practicum, students spend a minimum of 50 clock hours in supervised experiences related to the courses. Practica are directly supervised by the faculty assigned to each course.

Certification Internship Experience

During the third year of the program, students spend one entire school year (September through June) working full-time as a school psychology intern. This usually occurs with a school district or intermediate unit, but can, under certain circumstance, include partial or full-time placement at Centennial School, the University school for students with emotional disturbance. Although the internship requires students to spend 1 full year (10 months) in a school setting as a School Psychology intern, arrangements can be made for students to complete this requirement in 2 calendar years, half-time each year. Students are urged to carefully discuss and understand this requirement at the time of their entrance into the program. A student may begin the Certification Internship in School Psychology when the following criteria are met:

1. successful completion of the Masters or its equivalent and
2. successful completion of the following courses or their equivalents:

- (a) Consultation Procedures (SchP 412) and its practicum (SchP 431)
- (b) Assessment of Intelligence (Schp 422) and its practicum (SchP 432)
- (c) Behavioral Assessment (SchP 423) and its practicum (SchP 433)
- (d) Assessment and Intervention in Educational Consultation (SchP 425) and its practicum (SchP 435)

Local public school systems, Intermediate Units, and approved private schools provide the settings for the certification internship, which requires full-time participation for a minimum of 1200 clock hours (40 weeks). Interns are placed in schools employing a permanently certified school psychologist with appropriate experience. Students receive supervision from the local school psychologist as well as a full-time Lehigh faculty member.

Students may want to fulfill part or all of the internship requirements by working for the school district in which they are presently employed. **This type of internship experience is not permitted.** The experiences of the faculty and former school psychology interns have indicated that the learning experiences of the internship are compromised when former school district employees attempt to function as interns. Previous job roles and responsibilities inhibit the educational freedoms needed by the intern to explore the new niches filled by school psychologists.

Students wishing to complete their internship requirements outside of the local area must discuss their request with the program coordinator by February 1 of the year prior to starting their internship. Requests to complete the internship outside of the region are discussed by the program faculty. Because the resources and support of the program cannot be made available to the student on a frequent basis due to geographic location, decisions to allow a student to complete their internship outside the area are very carefully considered and **must be approved by the Program Coordinator** prior to the student accepting offers from such internship sites. Students must have

demonstrated strength in their acquisition of the clinical competencies, show skills that allow the student to function at a near independent level, and a strongly developed sense of professionalism that will allow the student to handle potential conflicts effectively without the immediate support of the faculty. Certainly, students who are permitted to complete their internships elsewhere are provided with opportunities for electronic contact as frequently as needed. Further, students interning away from the immediate area of Lehigh University are still expected to attend the weekly seminar meetings using available technology. Additionally, a site visit by the faculty supervisor will be made twice per year if feasible. **Students who are considering this option should speak to their advisor and the Program Coordinator near the beginning of the second year in the program.**

The certification internship is designed as an opportunity for students to merge scientific and educational concepts into an operational practice for the welfare of school children and the development of competent school psychologists. Since it is a learning experience, the certification internship is also a place to refine the ever-evolving professional role under supervision. The certification internship is structured to provide a supervised, yet vividly real, circumstance of school psychology as it is or as it might be if one were actually employed in the setting.

Certification internship sites have involved a widely diverse set of school districts, intermediate units, and private schools. Students select potential intern sites at the end of the academic year prior to their internship year. Each student is interviewed by the site staff and recommendations are made to the Program Director. Assignment to a paid internship site is on a competitive basis since the number of applicants usually exceeds the number of paid sites. While many internship sites have been able to provide paid internships, we have had no difficulty finding adequate sites for placing interns.

Each intern is evaluated by their field supervisor using a competency based checklist (see Appendix D). This checklist serves both as an evaluation tool and helps to guide the intern and his/her

supervisor through the required experiences. Students also evaluate their intern site and supervisor at the end of the field internship period (see Appendix E). These evaluations are shared with the field supervisor and kept on file for future reference by other prospective students.

Students are required to log all hours on the Lehigh University Internship Logs (Appendix F). Logs must be signed by the field site supervisor and submitted by the 5th of every month to the university supervisor. At a minimum, students are expected to participate in the following activities during the year and produce products that represent evidence of the completion of these activities:

- Participation in professional development within the district;
- Provide some form of professional development within the district;
- Conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan);
- Conduct at least one evaluation for a student referred for special education eligibility;
- Conduct at least one assessment for a behavior problem (e.g., functional behavioral assessment);
- Conduct at least one curriculum-based assessment for a student referred for academic skills problems;
- Conduct at least one assessment for a student with a low-incidence disability (e.g., autism);
- Conduct at least one consultation/intervention program for a student with an academic skill problem;
- Conduct at least one consultation/intervention program for a student with a behavior problem.

As these experiences are completed, students must get their faculty and/or field supervisor to sign off on the experiences (see Appendix G). The signoff sheet, along with evidence substantiating the activity, are to be included in the student's final portfolio.

Supervision. The intern will receive supervision from a field supervisor and a university supervisor. The field supervisor must be certified as a school psychologist in Pennsylvania with at least 3 years of experience and must have a minimum of an Ed.S. or equivalent degree. Supervision and the principal responsibility for the internship will depend upon the contractual agreements between the Lehigh School Psychology program and each internship site. However, the training of each student will be a joint responsibility of the field supervisor and the Lehigh School Psychology supervisor.

The field supervisor will provide a minimum of 2 hours of supervision per week. One hour is through individual face-to-face meetings, and the other hour occurs through frequent meetings throughout the remainder of the week that accumulate to more than 1 hour. Administrative tracking of the internship rests with the university supervisor. The university supervisor will meet with the intern at least weekly, and if practical, will visit the internship site at least once each semester. Weekly meetings with the Lehigh University supervisor in individual or small group seminars (or on-line), will be held for the purpose of case review, and discussion of professional, ethical/legal issues related to the internship experiences.

Portfolio Assessment

Students are expected to maintain a portfolio that reflects achievement of their clinical competencies. This portfolio represents a comprehensive and culminating experience for students. Implementation of a portfolio assessment within the Ed.S. program has three objectives. First, the Ed.S. portfolio provides students in this program an opportunity to reflect upon their training and identify the knowledge and skills that they have met as a result of this training. Second, the portfolio provides the faculty with an assessment for evaluating a student's competencies prior to their anticipated graduation from the program. Third and finally, the portfolio provides faculty with data for evaluating the alignment of curriculum with training objectives to ensure that students are receiving the best education possible.

To meet these objectives, the Ed.S. portfolio requires students to identify how permanent products resulting primarily from their internship experiences demonstrate their mastery of the competencies identified for students who successfully complete the Ed.S. program at Lehigh University. Specifically, an Ed.S. portfolio will follow a **best evidence approach**. As such, the products reflected in the portfolio should be selected as representative of the skills attained across Lehigh competencies and NASP standards. As noted below, each of these activities is linked to the NASP Standards of School Psychology Training and Practice. Table 3 shows the linking of each of these requirements to Lehigh Domains/Competencies which are in turn linked to specific NASP Standards. The portfolio will consist of the following:

- An introductory 2- page statement summarizing clinical competencies that the student has achieved to this point in their professional development.
- A professional resume highlighting relevant work and clinical experiences.
- Two *best* work samples from across the entire program (e.g., papers, projects) that demonstrate the integration of competencies in the Lehigh University Core Psychological Knowledge and Research Design & Applications domains. These activities would provide evidence across the NASP Standards 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, and 2.11.
- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the Lehigh Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.
- Two reports* from clinical cases completed during the internship year that reflect the student's *best* clinical work and demonstrate the integration of competencies across Lehigh Domains Psychological Applications – Assessment, Consultation & Intervention, and Communication. These activities would provide evidence across the NASP Standards 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, and 2.11.

- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the Lehigh Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.
- Two reports* from clinical cases completed during the internship year that reflect the student's *best* clinical work and demonstrate the integration of competencies specifically related to Lehigh Domains Professional Responsibility and Diversity & Multicultural Perspective. These activities would provide evidence across all the NASP Standards with special attention to Domain 2.5 Student Diversity in Development and Learning.
- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the Lehigh Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.
- Signoff sheet for minimum experiences during internship along with evidence to support the completion of each activity.
- A concluding statement (2-page maximum) that identifies goals for future professional training and experiences.

* Students may choose to include additional documents to enhance their case reports. Such documents might include (but are not limited to): an assessment (or intervention plan), list of resources used in the designing an assessment (or intervention), a summary of relevant legal or ethical issues related to the case, supervisors evaluations/comments, etc.

By the middle of March during the Internship year, each student submits their portfolio for review by a committee of three faculty. The faculty committee includes the student's advisor and two

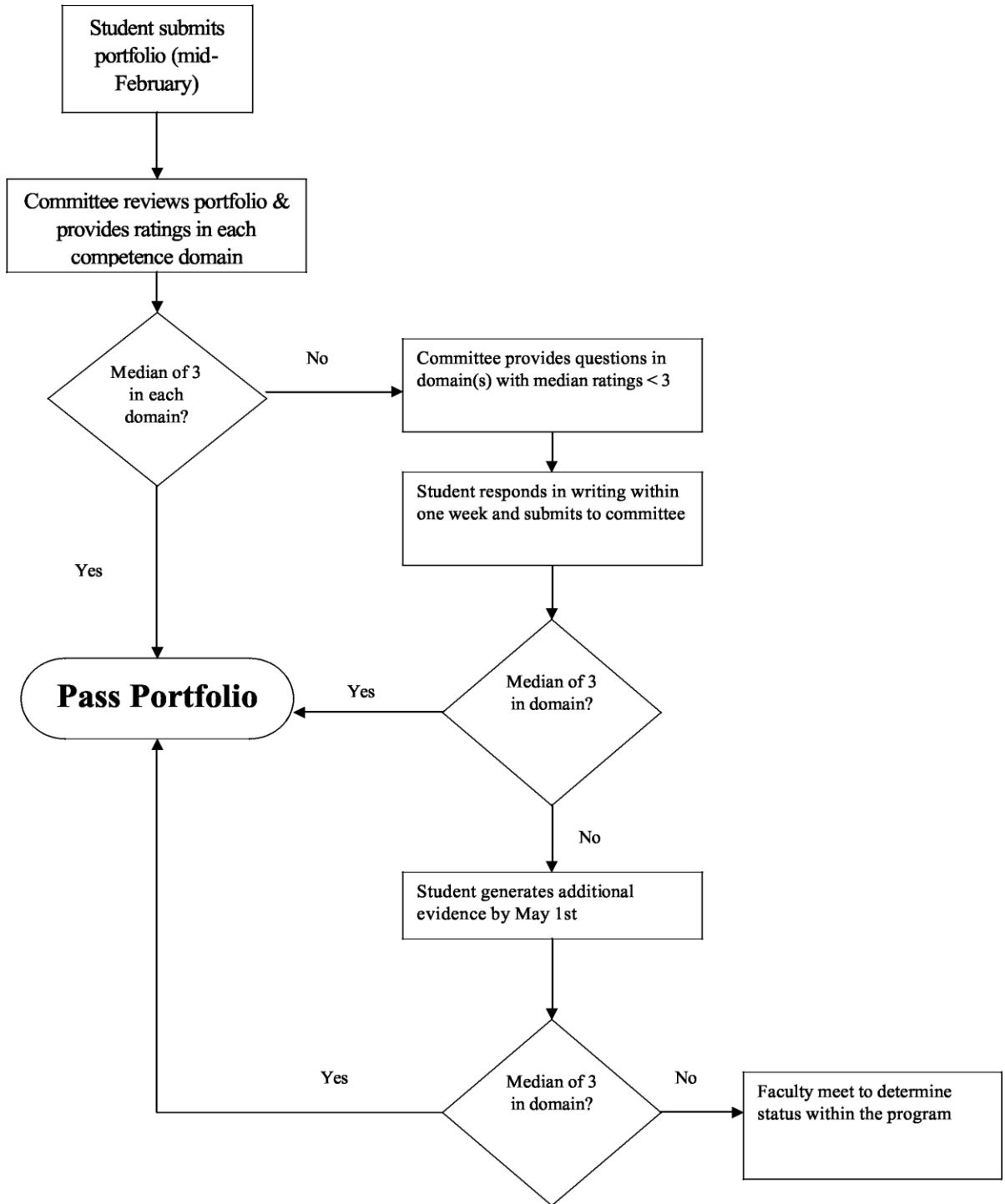
other members of the School Psychology faculty. Each of the faculty reviews the portfolio within 2 weeks of the submission date. Each faculty reviewer then assigns a grade for each competency domain using the following 4-point scale and rubric:

- 4 evidence exceeds expectations for an entry-level school based practitioner
- 3 evidence is commensurate with expectations for an entry-level school based practitioner
- 2 evidence is below expectations for an entry-level school based practitioner
- 1 evidence is far below expectations and in need of substantial revision

To pass the portfolio, the student must achieve a median rating of 3 across the faculty ratings in each Lehigh Domain. If the student does not achieve this standard, the committee will provide the student with specific questions (no more than three) to ensure that s/he has mastered competencies corresponding to both the program's and NASP'S domains related to the area not receiving a median rating of 3. The student must provide brief written responses (2 pages maximum) to each question (along with additional evidence, if requested) within 1 week of receipt. Using the scoring guidelines stated above, the faculty then have one week to evaluate the cumulative evidence and provides an updated grade for the domain(s) in question. If the mean rating for the domain still falls below 3, the student must submit additional evidence supporting the mastery of the competency domain for review by the committee before the conclusion of the academic semester (May 1st). This evidence could be case based; however, the student may submit an alternative piece of evidence (e.g., research paper) if it addresses the area of need identified in the portfolio process. The faculty again has 1 week to review the additional evidence. If the median rating for the evidence still falls below 3, the program faculty will meet to determine the student's status within the program.

Table 3. Linking Lehigh Domains/Competencies and NASP Standards

Lehigh Domain	NASP Standards	Score	Comments
A. Core Psychological Knowledge	2.1, 2.3, 2.4, 2.5, 2.6., 2.7, 2.8, 2.10, 2.11		
B. Research Design and Application	2.1, 2.9, 2.11		
C1, C2, & C3 Psychological Applications- Assessment	2.1, 2.2, 2.3., 2.4, 2.5, 2.6, 2.7., 2.8, 2.9., 2.11		
D & E. Professional Responsibility/ Diversity & Multicultural Perspective	2.1, 2.2, 2.3, 2.4 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 (attention to 2.5)		



Faculty

Five full-time faculty and a full-time Professor of Practice in the School Psychology program

serve as primary program faculty:

Christine L. Cole, Ph.D.
George J. DuPaul, Ph.D. (Department Chair)
Robin Hojnoski, Ph.D.
Patricia H. Manz, Ph.D. (Program Coordinator)
Christy Novak, Ph.D. (Professor of Practice)
Edward S. Shapiro, Ph.D. (Center Director)

Additional full-time faculty in the Special Education program serve as support faculty:

Linda Bambara, Ed.D.
Marybeth Calhoun, Ph.D.
Lee Kern, Ph.D.
Minyi Shih, Ph.D.
Brenna Wood, Ph.D.

Adjunct faculty who have taught recently for the school psychology program include:

Kevin Kelly, Ph.D. (Assessment of Intelligence, Crisis Management in the Schools)
Stacy Martin, Ph.D. (Social Basis of Human Behavior)
Jeffrey Rudski, Ph.D. (Biological Basis of Human Behavior; Clinical Psychopharmacology)

Students in the program also take courses from faculty in other programs within the College of Education such as:

Educational Leadership

George White, Ed.D. (Program Coordinator)
Perry Zirkel, Ph.D., J.D.

Counseling Psychology

Arpana Inman, Ph.D. (Program Coordinator)
Tina Richardson, Ph.D.
Arnold Spokane, Ph.D.

Measurement, Research & Statistics

Grace Caskie, Ph.D.

Faculty-Student Research

The faculty of the School Psychology program is very engaged in conducting and disseminating research. Many of the faculty are nationally recognized leaders in the field and are actively involved through presentations at national meetings, appointments to editorial boards of journals, and invitations from esteemed colleagues in the field to contribute to professional books. Continued efforts in this direction are clearly noted in the writing of grant proposals, faculty collaboration and new research ideas, and the attempt to engage advanced level graduate students in the on-going research of faculty. Indeed, all school psychology students are expected to belong to at least one professional organization throughout their graduate school career.

An important aspect of any training program involves including students in faculty research programs. The faculty in the School Psychology program have been very active in this regard. The following is a partial list of papers and publications co-authored with graduate students.

FACULTY/STUDENT RESEARCH (2005 - 2010)

In Press

- DuPaul, G.J. (in press). ADHD. In E. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington, MI: Thomson Gale.
- DuPaul, G.J., Helwig, J.R., & Slay, P.M. (in press). Classroom interventions for attention and hyperactivity. In M.A. Bray & T.J. Kehle (Eds.), *Oxford handbook of school psychology*. New York: Oxford University Press.
- DuPaul, G.J., Weyandt, L.L. & Janisus, G. (in press). ADHD in the classroom: Effective intervention strategies. *Theory into Practice*.
- Manz, P. H., Hughes, C., Barnabas, E. R., Bracaliello, C. B., Ginsburg-Block, M. (in press). A descriptive review and meta-analysis of family-based emergent literacy interventions: To what extent is the research applicable to low-income, ethnic-minority or linguistically-diverse young children? *Early Childhood Research Quarterly*.
- Manz, P. H., Power, T. J., Ginsburg-Block, M. & Dowrick, P. W. (in press). Community paraeducators: A partnership-directed approach for preparing and sustaining the

involvement of community members in central-city schools. *The School Community Journal*.

Mautone, J. A., Manz, P. H., Martin, S. D., White, G. P. (in press). Expanding the role of school psychologists to support family school partnerships. *Principal*.

Shapiro, E.S. (in press). *Academic skills problems: Direct assessment and intervention* (4th ed.). New York: Guilford.

Shapiro, E.S. (in press). *Workbook to accompany Academic Skills Problems: Direct assessment and intervention* (3rd ed.). New York: Guilford.

Thomas, L.B., Shapiro, E.S., DuPaul, G.J., Lutz, J.G., & Kern, L. (in press). Predictors of social skills for preschool children at-risk for ADHD: The relationship between direct and indirect measurement. *Journal of Psychoeducational Assessment*.

Volpe, R.J., Anastasio, R.J., & DuPaul, G.J. (in press). Classroom and instructional strategies. In S. Goldstein & J. Naglieri (Eds.), *Learning and attention disorders in adolescence and adulthood* (2nd ed.). Oxford, England: Wiley.

2010

DuPaul, G.J., & Stoner, G. (2010). Interventions for attention-deficit hyperactivity disorder. In H.M. Walker & M.R. Shinn (Eds.), *Interventions for achievement and behavior in a three-tier model including RTI* (3rd ed., pp. 825-848). Bethesda, MD: National Association of School Psychologists.

Ginsburg-Block, M., Manz, P., & McWayne, C. (2010). Partnering to foster achievement in reading and mathematics. In S. L. Christenson & A. L. Reschly (Eds.). *The handbook on school-family partnerships for promoting student competence*. Oxford, UK: Routledge/Taylor and Francis Group.

Shapiro, E.S., DuPaul, G.J., Barnabas, E., Benson, J.L., & Slay, P.M. (2010). Facilitating school, family, and community partnerships: Enhancing student mental health: An overview of the special series. *School Mental Health*, 2, 45-51.

Shapiro, E.S., Hilt-Panahon, A., Gischlar, K. L. (2010). Implementing Proven Research to School -Based Practices: Progress Monitoring within a Response-to-Intervention Model. In M.R. Shinn, & H.M Walker, (Eds.) *Interventions for achievement and behavior in a three-tier model including RTI* (pp. 175 – 192). Washington, DC: National Association of School Psychologists

Wolraich, M.L. & DuPaul, G.J. (2010). *ADHD diagnosis & management: A practical guide for the clinic & the classroom*. Baltimore, MD: Paul H. Brookes Publishing Co.

2009

- Armstrong, K., Missall, K. N., Shaffer, E., & Hojnoski, R. L. (2009). Positive Psychology: Promoting positive adaptation during the early childhood years. In R. Gilman, S. Huebner, & M. Furlong (Eds.), *Handbook of positive psychology* (pp. 339-351). New York: Routledge.
- DuPaul, G.J. (2009). Assessing integrity of intervention implementation: Critical factors and future directions. *School Mental Health, 1*, 154-157.
- DuPaul, G.J., Arbolino, L.A., & Booster, G.D. (2009). Cognitive-behavioral interventions for attention-deficit/hyperactivity disorder. In M.J. Mayer, R. Van Acker, J.E. Lochman, & F.M. Gresham (Eds.), *Cognitive behavioral interventions for emotional and behavioral disorders: School-based practice* (pp. 295-327). New York: Guilford.
- DuPaul, G.J., & Power, T.J. (2009). ADHD in elementary school children. In T.E. Brown (Ed.), *ADHD comorbidities: Handbook for ADHD complications in children and adults*. (pp. 55-68). Washington, DC: American Psychiatric Publishing.
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- DuPaul, G.J. & Volpe, R.J. (2009). ADHD and learning disabilities: Research findings and clinical implications. *Current Attention Disorders Reports, 1*, 152-155.
- DuPaul, G.J. & Weyandt, L.L. (2009). Behavioral interventions with externalizing disorders. In A. Akin-Little, S. G. Little, M. A. Bray, & T. J. Kehle (Eds.), *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.
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- DuPaul, G.J., Weyandt, L.L., O'Dell, S.M., & Varejao, M. (2009). College students with ADHD: Current status and future directions. *Journal of Attention Disorders, 13*, 234-250.
- Erchul, W.P., DuPaul, G.J., Bennett, M.S., Grissom, P.F., Jitendra, A.K., Tresco, K.E., Volpe, R.J., Vile Junod, R.E., Flammer-Rivera, L.M., & Mannella, M.C. (2009). A follow-up study of relational processes and consultation outcomes for students with ADHD. *School Psychology Review, 38*, 28-37.

- Feinberg, A.B., & Shapiro, E.S. (2009). Teacher Accuracy: An Examination of Teacher-based Judgments of Students Reading with Differing Achievement Levels. *The Journal of Educational Research, 102*, 453-462.
- Gischlar, K. L., Hojnoski, R. L., & Missall, K. N. (2009). Improving child outcomes with data-based decision making: Interpreting data. *Young Exceptional Children, 13*, 2-18.
- Hojnoski, R. L., Caskie, G. I. L., Gischlar, K. L., Key, J. M., Barry, A., & Hughes, C. (2009). Data display: Preference, acceptability, and accuracy among urban Head Start teachers. *Journal of Early Intervention, 38*-53.
- Hojnoski, R. L., Gischlar, K. L., & Missall, K. N. (2009). Improving child outcomes with data-based decision-making: Collecting data. *Young Exceptional Children, 12*, 32-44.
- Hojnoski, R. L. & Missall, K. N. (2009). Social development in preschool classrooms: Promoting engagement, competence, and school readiness. In M. R. Shinn & H. M. Walker (Eds). *Interventions for achievement and behavior problems in a three-tier model including RTI* (pp. 703-728). Bethesda, MD: National Association of School Psychologists (pp. 703-728).
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Student Body

The student population of the School Psychology program consists of individuals who have entered the program immediately after completion of an undergraduate degree and those students who have earned a Master's degree. Additionally, a small number of students are employed full-time and attend the program on a part-time basis. **Only a limited number of students are admitted on a part-time basis. The program is designed primarily for full-time students.**

The School Psychology program is dedicated to the recruitment of individuals from diverse ethnic and cultural backgrounds. Applications from students representing minority groups are very welcomed and will be given special consideration by the faculty for support. At present, the program actively recruited students from culturally and linguistically diverse backgrounds. Currently, 15% of enrolled students in both Ph.D. and Ed.S. programs are from culturally diverse backgrounds. Most students have entered the Ed.S. program directly from undergraduate degrees in Psychology, Social Work, and Education.

Table 4. Admission Statistics

Year Entered	Applications	Offers	Entered	Admitted Mean Undergrad GPA	Admitted Mean GRE (V + Q)
05-06	49	10	4	3.78	1172
06-07	39	12	8	3.63	1113
07-08	43	11	5	3.65	1118
08-09	39	13	4	3.75	1175
09-10	56	9	5	3.76	1142
10-11	46	8	5	3.73	1166

Student Participation in Program Development

Upon each student's acceptance into the school psychology program, he/she is connected to two current students, who serve as "mentors." The purpose of these student mentors is to help the new student find a place to live, become familiar with the Lehigh Valley, and get acquainted with other students in the program. In attempts to strengthen the student-mentor relationship, a luncheon is planned on orientation day.

At the time students matriculate, they are provided a full-day orientation to the program. At this orientation, each student is provided their own personal copy of the Lehigh University Course Catalog, the College of Education Handbook, the Doctoral Manual of Policies and Procedures, and the Field-Based Manual of Policies and Procedures. Following this initial orientation meeting with the dean, department chair, and program faculty, students participate in a meeting of all students in the program during which students select representatives to the program committee. In addition, they are provided an orientation to the library and electronic resources by Information Resources staff. The College of Education also provides a full day of orientation activities to familiarize students with College and University-wide resources. The orientation ends the day with a social event (dinner barbeque) sponsored by the Dean of the College of Education.

Input and participation of graduate students in school psychology is very much encouraged by the faculty. Students in the program remain affiliated with SASP (Student Affiliates in School Psychology) through Division 16 (School) of the American Psychological Association throughout their program. From the student membership, two individuals are selected for a one-year term, one from the Ed.S. program and one from the Ph.D. program, as formal representatives to the faculty. These representatives are expected to attend monthly

program faculty meetings, and provide a means for students to formally make recommendations and communicate with faculty. Additionally, these representatives attend departmental faculty meetings, serve with the school psychology faculty on admission committees, and assist and make recommendations to the faculty after interviewing prospective students.

Student Grievance Procedures

Students enrolled in the School Psychology program are governed by the rules and regulations of Lehigh University and the policies, procedures, and guidelines approved by the Department of Education and Human Services. The Department and the College of Education, in conjunction with the University, handle student problems and complaints with due process. Depending upon the nature of the complaint, problems may be first addressed informally within the College of Education.

All faculty in the School Psychology program are committed to creating an educational environment in which both students and faculty are treated with courtesy and respect. Following the *APA Ethical Principles of Psychologists and Code of Conduct* (APA, 2002) and the *NASP Principles for Professional Ethics* (2000), the faculty strives for the highest ethical conduct in interactions with students and colleagues. However, if a student believes faculty has treated them in a manner that is unfair or disrespectful, or the student encounters some other type of problem with a fellow student or faculty member, the student should first attempt to solve the problem informally using the following steps as a guide (see Student Grievance Record in Appendix H):

1. ***Discussion with the person.*** As future school psychologists, it is important for students to learn to effectively handle uncomfortable situations in a clear, direct, and tactful manner. Therefore, students should first “attempt to resolve the issue by bringing it to the

attention of that individual, if an informal resolution appears appropriate” (APA, 2002, p. 3).

2. **Discussion with another program faculty member** (e.g., advisor, Program Coordinator, instructor). There may be situations in which students do not feel comfortable approaching the faculty member or fellow student directly. In such cases, students may then wish to consult with their advisor, the Program Coordinator, or another program faculty member to discuss the situation and develop possible alternatives to resolve the issue.

3. **Consultation with the Program Coordinator and relevant parties**. If informal strategies are unsatisfactory and the student wishes to take action, the next step may involve a meeting between the student, the Program Coordinator, and the faculty member or fellow student to attempt to resolve the situation. The purpose of this meeting may be to provide the student an opportunity to air the complaint and request specific action(s), and to allow the faculty member or fellow student to respond to the complaint.

4. **Consultation with the Department Chairperson**. If the student believes the issue has not been resolved satisfactorily, the student may present the situation to the Department Chairperson. At this point in the process, the student should present the grievance in writing, with supporting documentation included. As with the previous step, this may involve a meeting between the student, the Department Chairperson, and the faculty member or fellow student to attempt to resolve the grievance. Within 30 working days of the final meeting, the Department Chairperson will send a written response to the student and the faculty member or fellow student to describe the proposed resolution.

5. **Formal Appeal to the Dean of the College of Education**. If the student believes the proposed resolution is unsatisfactory, the decision may be appealed to the Dean of the College of Education. All documentation including the student’s written complaint and other

materials, and the Department Chairperson's written decision will be forwarded to the Dean for review. Relevant individuals may be interviewed as deemed necessary by the Dean. Within 30 working days of the final meeting/interview, the Dean will provide a written decision to the student, the faculty member or fellow student, and the Department Chairperson.

6. **Formal Appeal to the University Graduate Committee**. If the student continues to be dissatisfied with the proposed resolution, the decision may be appealed to the University Graduate Committee. All documentation including the student's written complaint plus other materials, the Department Chairperson's written decision, and the Dean of the College of Education's written decision will be forwarded to the Committee for review.

7. **Formal Appeal to the University Provost**. If the student continues to be dissatisfied, the Dean's decision may be appealed to the University Provost. All documentation including the student's written complaint plus other materials, the Department Chairperson's written decision, the Dean of the College of Education's written decision, and the University Graduate Committee's written decision will be forwarded to the Provost for review.

As soon as a grievance comes to the attention of a program faculty member, it will be tracked using the Student Grievance Record. This is a simple checklist used to indicate the informal or formal steps that have been taken, related documentation, and necessary signatures as a mechanism for tracking these issues. The Student Grievance Record is kept in the Program Coordinator's office in a file separate from the student's program files until the process reaches a formal complaint level. This also allows the Program Coordinator to have access to the data in order to report accurately to APA the number, outcomes, and other information regarding student grievances.

Students may express their concerns at any stage within the grievance procedure;

however, they are encouraged to follow these aforementioned steps whenever possible. If, after step #7, the student is still dissatisfied, the student may bring his/her complaint to the university judicial system. A university-wide student judicial system exists to handle academic dishonesty and other problems and complaints. For specific information on this judicial system, please refer to the student handbook and the University Catalog.

In addition to the above grievance procedures, students are represented in the department through elected representation to the School Psychology Program Committee. These students provide student input at monthly faculty meetings, and offer an opportunity to discuss student concerns.

Financial Support

The School Psychology program has resources available to provide at least partial support to some students admitted for full-time study. Support is provided through student employment at Centennial School and other community supports programs (e.g., Community Choices, Lehigh Support, Transition & Assessment Services), federal grants, University graduate assistantships, and tuition scholarships. Students employed in these various projects work approximately 20 hours per week and earn a small monthly stipend plus the equivalent of full-time tuition (approximately \$11,000 for AY 2010-11). Partial support positions (stipend only) are also available. It is important for students to recognize that **financial support is not guaranteed**. Although historically students who enter the program have been maintained on some form of support for at least 1 year of their program, students entering the program must anticipate that they will be expected to bear the cost of their education for a significant portion of their graduate program. Students should not anticipate financial support during their internship year.

U.S. Dept. of Education Training Projects

The faculty of the School Psychology program have often been successful in securing various

training projects from the U.S. Department of Education. Although never guaranteed in any particular year, these grants provide financial support for students and offer specific training experiences. For example, from 2007 through 2011, Dr. Cole was awarded a grant from the U.S. Department of Education to train school psychologists as inclusion specialists for children with Autism Spectrum Disorder (ASD). This project will ultimately fund 16 Ed.S. interns to serve as instructional assistants in classrooms for students with ASD. More recently, from 2008 through 2013, Dr. Shapiro was awarded a grant focused on training school psychologists as facilitators of implementing Response to Intervention (RtI) model in school districts . The project fully supports seven second- and third-year Ed.S. students through their internship as well.

Tuition

The tuition for all students enrolled in the College of Education is reduced by approximately 40% of the per credit tuition paid by graduate students in other units of the University. For academic year 2010-2011, tuition for College of Education students is \$550.00 per credit hour. Full-time status is considered as enrolling in 9 credit hours per semester.

Resources

Departmental Location

The College of Education is located in the Mountaintop Campus, which sits atop South Mountain, overlooking the Lehigh Valley. The school psychology program is one of six programs located within the Department of Education and Human Services within the College of Education. Housed primarily on the third floor of the northern most building, the Department has office space for graduate students, several conference rooms, a student lounge, and classrooms all located within a central site. In addition, computer facilities as well as faculty offices are all located within the building. Shuttle bus service to the main portion of campus is

provided.

Library

The Fairchild-Martindale Library provides an excellent resource for students in School Psychology. In addition, faculty makes their personal libraries accessible to students upon request. The University library offers a wide range of electronic data-base access services to facilitate research and scholarship.

Centennial School

The largest laboratory facility directly under the jurisdiction of the College of Education is the Centennial School. This is the University laboratory, and demonstration school and is located about five miles from the campus. As the University's laboratory and demonstration school for students with emotional/behavioral disorders, Centennial School provides an excellent opportunity for the training of School Psychologists.

Center for Promoting Research to Practice

Located within the College of Education and Directed by Dr. Edward Shapiro, Professor of School Psychology, the Center offers substantial opportunities for conducting research. The Center's mission is specifically focused in bringing research ideas into practice, and is the hub of significant research efforts among the faculties in School Psychology and Special Education. Many doctoral students in the School Psychology Program are employed on these projects.

Other Research and Training Grants

Project CARS (Dr. Lee Kern is Co-PI) currently is investigating effective interventions for students with emotional/behavior disorders. This project supports students from school psychology and special education through 2013.

Test Files

The department maintains an extensive collection of psychoeducational assessment materials for student use that are updated often.

Office Space

Full-time graduate students are assigned desk space in the College of Education on a seniority and availability basis. At present, each student is assigned to his or her own desk, however, it is possible that space limitations in the future will result in students sharing desk space.

Appendix A

Research Requirement Checklist

Student:		Advisor:	
OPTION #1:		Semester:	
OPTION #2:	Semester & # credits		
Registered for SchP 434 (3cr)			
Research Projects			
1. Title			
Student Investigator			
Semester (s)			
Approximate # Hours			
2. Title			
Student Investigator			
Semester (s)			
Approximate # Hours			
3. Title			
Student Investigator			
Semester (s)			
Approximate # Hours			
Literature Review			
4. Title			
Date Topic Approved			
Date Final Paper Accepted			
Date of Presentation			

Advisor Signature:

Date:

Appendix B

**School Psychology Program
Student Accomplishment Sheet**

Name: _____ Date: _____
Year Entered Lehigh: _____ Program: _____
Academic Year: _____

1. Please list the classes and related practica that you have taken during the Summer, Fall 20__/Spring 20__ semesters, indicating the **grades** you have received.

Summer-I __	Summer-II __	Fall __	Spring __

2. If applicable, please indicate your level of practica/internship involvement (e.g., 5 full days, 3 full days, 2 half-days) and briefly describe your experiences.

3. Describe your research experiences for the 20__-20__ academic year (e.g., data collection, research projects implemented, papers published, etc.). List any papers presented, submitted, or published with **full APA style citations**.

Journal Articles Published (full citation please)

Paper Presentations at National Conferences (full citation please)

Paper Presentations at State/Regional Conferences (full citation please)

Research Experiences (projects involved with as data collector, implementer, etc.)

4. Indicate your professional involvement in the field of school psychology or other related fields (e.g., conferences, in-service, workshops attended).

5. If you are a current member of any professional organizations, please check them.

- American Psychological Association (student affiliate)
- American Psychological Association, Division of School Psychology (student affiliate)
- National Association of School Psychologists
- Association for Behavior Analysis
- Association for the Advancement of Behavior Therapy
- Council for Exceptional Children
- Association of School Psychologists in Pennsylvania
- Pennsylvania Psychological Association
- Others (please list)

6. If you received financial support from non-personal sources (i.e., exclude personal loans, savings, family support, etc.), please list these. Include any support related to intern stipends.

7. Please indicate your work related experiences for the 200__-0__ academic year (e.g., teaching assistant, graduate assistant, program manager, etc.).

8. Have you been involved in any other relevant activities (e.g., student organizations, volunteer activities, community involvement, etc.)?
9. Have you achieved any milestones this year (e.g., successful completion of internship, comprehensive exams, qualifying project)?
10. Please assess your satisfaction with your personal and academic growth for the year.

11. In a brief paragraph, describe your anticipated goals and accomplishments for the 20__-20__ academic year.

12. Any additional comments.
(Including any items that may have been omitted from this form).

Appendix C

Lehigh University School Psychology Program Observational Practicum Requirements

STUDENT _____
ADVISOR _____

	Location	Date	Sign Off - Initials
1. observe a multidisciplinary meeting			
2. observe a special education class for students with high incidence disabilities - learning support needs			
3. observe a special education class for students with high incidence disabilities - emotional support needs			
4. observe a special education class for students with low incidence disabilities			
5. observe as special education program for students with visual impairments			
6. observe as special education program for students with hearing impairments			
7. observe a class of preschoolers with developmental delays			
8. observe a class of general education students in the kindergarten to third grade			
9. observe a class of general education students in the fourth to sixth grade level			
10. observe a class of general education students in the 7th to 12th grade level			

11. observe a school psychologist in his/her routine duties for an entire day			
12. observe a behavioral assessment			
13. observe a curriculum- based assessment			
14. observe a psychologist interviewing a teacher			
15. observe a school faculty meeting			
16. observe school recesses			
Others as determined by advisor			

Appendix D**Lehigh University School Psychology Program
Ed.S. Internship Evaluation**

Student Name: _____

Supervising Psychologist _____

Placement: _____

Date: _____ Mid Year: _____ End of Year: _____

Please rate the intern on each item based on the scale below:

- 4: Superior ability. Demonstrates skill equivalent to that of an experienced school psychologist.
- 3: Competent without supervision at an entrance level or better for school psychologist; can function independently in this area.
- 2: Competent with some additional supervision at an entrance level for school psychologists; needs some general guidance in this area.
- 1: Minimally competent with much supervision at an entrance level for school psychologists; needs continued, direct supervision in this area.
- 0: Not competent at an entrance level for school psychologists in this area.
- N/A: Not applicable or not available during practicum placement.

NASP Standard 2.1: Data-Based Decision-Making and Accountability		
Score		Item
Mid	End	
		1. Demonstrates accuracy in scoring and administering basic psychological tests. (WISC-IV, WPPSI-III, Binet IV, etc.)
		2. Demonstrates knowledge of problem-solving processes and effective problem-solving skills for data-based decision making.
		3. Demonstrates knowledge of wide variety of testing instruments for various purposes including identifying strengths and weaknesses, monitoring progress, and understanding problems.
		4. Demonstrates ability to master and utilize new standardized testing instruments.
		5. Demonstrates appropriate selection of assessment methods based on individual cases.
		6. Demonstrates ability to conduct curriculum-based assessments of academic skills.
		7. Demonstrates ability to conduct direct observations in classroom settings.
		8. Demonstrates ability to use behavioral assessment instruments.
		9. Demonstrates ability to make accurate decisions about eligibility for special education from assessment results.
		10. Demonstrates ability to make meaningful and practical recommendations based on assessment results, including recommendations for goals and interventions for both academic and behavioral problems.
		11. Demonstrates the ability to utilize data to evaluate outcomes.
		12. Demonstrates ability to communicate findings of assessments through written reports.
		13. Demonstrates ability to accurately graph results of assessment.
		14. Demonstrates ability to recognize the need for related services and evaluations in areas such as physical disabilities, sensory disabilities, language disorders, etc.

Comments:

NASP Standard 2.2 Consultation and Collaboration

Score		Item
Mid	End	
		1. Demonstrates ability to effectively conduct a problem identification interview with teacher/parent.
		2. Demonstrates ability to effectively conduct a problem analysis interview and collect baseline data.
		3. Demonstrates ability to effectively consult with teacher/parent regarding intervention plan.
		4. Demonstrates ability to effectively graph and display results of consultation.
		5. Demonstrates ability to effectively communicate in writing and verbally the results of the consultation process to appropriate school/parent personnel.
		6. Demonstrates ability to effectively consult with and learn from multi-disciplinary team personnel such as reading specialists, speech therapists, instructional support teachers, etc.
		7. Demonstrates ability to effectively consult with and learn from agency personnel outside the school district (intermediate unit).
		8. Demonstrates ability to consult effectively with and learn from school administrators.
		9. Demonstrates ability to consult effectively with and learn from classroom teachers.
		10. Demonstrates ability to consult effectively with and learn from parents and caregivers.

Comments:

NASP Standard 2.3 Effective Instruction and Development of Cognitive/Academic Skills

Score		Item
Mid	End	
		1. Demonstrates knowledge of human learning processes and techniques to assess these processes.*
		2. Demonstrates knowledge of an ecological approach to academic skill development.
		3. Demonstrates knowledge and skills in developing effective instructional strategies and interventions to promote and maximize student learning at the individual and group level.
		4. Effectively utilizes intervention data to guide instructional decisions.
		5. Demonstrates consideration for issues of intervention acceptability and integrity.
		6. Demonstrates ability to work collaboratively with others in addressing academic skill development.**

*For information regarding specific assessment techniques please refer to NASP Standard 2.1.
**For more information regarding specific consultation skills please refer to NASP Standard 2.2

Comments:

NASP Standard 2.4 Socialization and Development of Life Skills

Score		Item
Mid	End	
		1. Demonstrates knowledge of human developmental processes and techniques to assess these processes.*
		2. Demonstrates knowledge of an ecological approach to behavioral, affective, adaptive, and social skill development.
		3. Demonstrates knowledge and skills in developing effective strategies and interventions to support behavioral, affective, adaptive, and social skill development.

		4. Effectively utilizes intervention data to guide intervention decisions.
		5. Demonstrates consideration for issues of intervention acceptability and integrity.
		6. Demonstrates ability to work collaboratively with others in addressing behavioral, affective, adaptive, and social skill development.**
		7. Demonstrates ability to effectively build a therapeutic rapport with children.
		8. Demonstrates skills in providing direct interventions with individuals.
		9. Demonstrates skills in providing direct interventions with groups.

* For more information regarding specific assessment techniques please refer to NASP Standard 2.1

** For more information regarding specific consultation skills please refer to NASP Standard 2.2

Comments:

NASP Standard 2.5 Student Diversity in Development and Learning

Score		Item
Mid	End	
		1. Demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
		2. Demonstrates sensitivity and necessary skills to work with individuals of diverse characteristics.
		3. Demonstrates an understanding and appreciation for human diversity, including differences in families, cultures, and individuals.
		4. Demonstrates awareness of biases related to biological, social, cultural, ethnic, experiential, socioeconomic, gender, and/or linguistic differences; works to eliminate bias and promote equity in service delivery and outcomes.
		5. Demonstrates working knowledge of resources available both within the school and community for students and families with diverse characteristics.

Comments:		
NASP Standard 2.6 School and Systems Organization, Policy Development, and Climate		
Score Mid End		Item
		1. Demonstrates knowledge of general education, special education, and other educational and related services.
		2. Demonstrates an understanding of schools and other settings that reflects a systemic perspective.
		3. Participates in systems level efforts to create and maintain safe, supportive, and effective learning environments for children and others.
		4. Demonstrates an understanding of systems theory and its application to educational environments.
		5. Demonstrates an understanding of district/school policies and procedures.
		6. Demonstrates an understanding of the legal rights of parents and students.
Comments:		
NASP Standard 2.7 Prevention, Crisis Intervention, and Mental Health		
Score M E		Item
		1. Demonstrates knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
		2. Contributes to prevention and intervention programs that promote the mental health and physical well-being of students.
		3. Demonstrates knowledge of crisis policies and procedures.

		4. Demonstrates ability to effectively build a therapeutic rapport with children.
		5. Demonstrates ability to effectively identify appropriate goals for therapeutic intervention.
		6. Demonstrates ability to use effective therapeutic interviewing strategies during counseling sessions.
		7. Demonstrates ability to effectively handle crisis counseling situations with children.

Comments:

NASP Standard 2.8 Home/School Community Collaboration

Score		Item
Mid	End	
		1. Demonstrates knowledge of family systems, including family strengths and influences on student development, learning, and behavior.
		2. Demonstrates knowledge of various methods to involve families in education and service delivery.
		3. Develops collaborative relationships with families, educators, and other professionals to promote and provide comprehensive services to children and families.
		4. Demonstrates skills in facilitating home-school collaboration.
		5. Demonstrates effective interpersonal skills with families that reflect sensitivity to individual differences.
		6. Demonstrates working knowledge of resources available for students and families both within the school and community.

Comments:

NASP Standard 2.9 Research and Program Evaluation		
Score		Item
Mid	End	
		1. Demonstrates the ability to evaluate research and effectively translate research into practice.
		2. Demonstrates knowledge of program evaluation research and design.
		3. Demonstrates skill in utilizing methods for evaluating interventions.
Comments:		
NASP Standard 2.10 School Psychology Practice and Development		
Score		Item
Mid	End	
		1. Demonstrates familiarity with laws and ethical standards affecting the role and function of school psychologists.
		2. Applies appropriate standards in practice.
		3. Demonstrates professionalism in interactions with educators, families, and community members.
		4. Participates in professional development.
		5. Demonstrates receptivity to criticism.
		6. Demonstrates ability to integrate the recommendations of supervisor into practice.
		7. Demonstrates ability to recognize the need for supervision when appropriate.
		8. Demonstrates ability to work independently.
Comments:		

NASP Standard 2.11 Information Technology		
Score		Item
Mid	End	
		1. Demonstrates knowledge of information sources and technology relevant to school psychology.
		2. Effectively utilizes word processing and spreadsheets.
		3. Effectively communicates through electronic mail.
		4. Effectively utilizes technology in professional presentations.
		5. Effectively uses computer software for test scoring and interpretation.
		6. Demonstrates awareness of ethical and practical issues in technology as related to confidentiality and other student issues.
		7. Demonstrates knowledge of adaptive technology for students with disabilities.
Comments:		

Would you recommend this student for certification as a School Psychologist in Pennsylvania?

Yes No With Additional Supervision

Grade Assessment

Using the anchor points noted below, please indicate your estimation of a grade for internship for this semester. Consider student progress in relationship to expected levels of progress through the last five months of the internship. In considering the grade assignment, this is an overall judgment that incorporates a student's professionalism, interpersonal relationships, skills, and responsiveness to supervision.

A

Student has met or exceeded all goals set for the semester and has performed at a level clearly expected for a first/second semester certification intern. A grade of "A" indicates the student meets the criteria at a level of excellent to superior, a grade of "A-" indicates that the student meets the criteria at a strong level.

AB

Student has not met all goals set for the semester and has performed at a level below expectations for a first/second semester certification intern. However, the student has shown that they will be likely to reach entry level competency by the end of the internship period in June. A grade of "B" indicates some deficiencies in the criteria, a grade of "B-" indicates significant deficiencies in the criteria.

BC

Student has not met all goals set for the semester and has performed at a level far below expectations for a first/ second semester certification intern. The deficiencies are severe enough that some question may be raised as to whether the student is likely to reach entry level competency by the end of the internship period in June.

Appendix E**Lehigh University School Psychology Program****Internship Site and Supervision Rating Form**

Internship Site: _____

Field Supervisor: _____

Student Intern: _____ Date: _____

Part I: Please rate each statement according to the following scale:

1 = Never 2 = Sometimes 3 = Frequently 4 = Always

1. Supervision

- _____ Offers criticism found helpful in fostering growth as a psychologist
- _____ Available for consultation
- _____ Fostered independence
- _____ Open to other points of view

2. Organizational Structure

- _____ School psychologist's role clearly defined in district (IU)
- _____ Roles of other pupil personnel staff clearly defined in district (IU)
- _____ Pupil personnel staff works effectively together
- _____ District (IU) provides pleasant atmosphere in which to work.
- _____ District (IU) provides atmosphere in which psychologists can be effective

Part II: Please check those activities in which you had the opportunity to engage at least once during the semester. Write N/A if you did not have any opportunity to perform the activity.

- _____ Test Administration (traditional: IQ, projectives)
- _____ Test Administration (neurological)
- _____ Curriculum-based assessment
- _____ Classroom observation prior to assessment
- _____ Classroom observation without doing assessment

Evaluated children with:

- _____ learning support needs
- _____ emotional support needs
- _____ life skills needs
- _____ hearing impairments
- _____ visual impairments
- _____ other health impairments

_____ other exceptionalities, please specify _____

Exposed to variety of testing instruments other than traditional measures, please specify instruments:

Exposed to variety of testing instruments other than commonly used measures (e.g., UNIT, Bayley, NEPSY, etc.). Specify instruments:

Worked with:

- _____ Preschool age
- _____ Elementary age
- _____ Secondary age
- _____ Team Based Evaluations
- _____ Independent Evaluations
- _____ Exposed to community resources
- _____ Opportunity for independent research
- _____ Engaged in individual counseling
- _____ Opportunities to learn about law in relation to functioning of school psychologist

Part III:

1. Did you have the use of a permanent office and/or desk?

Yes No

2. Were testing conditions acceptable throughout the district buildings?

Yes No

3. Were all testing materials available in the district?

Yes No

If no, what materials did you have to provide?

4. How much travel was involved?

(a) < 1 hr day (b) 1-2 hrs per day (c) > 2 hrs. per day

5. Was support readily available for report preparation?

Yes No

6. Was computer support for scoring available?

Yes No

7. What type of report was typically required?

Lengthy Moderate Sketchy

8. How many psychologists were you exposed to including your supervisor?

1 2 3 >3

9. Overall, how would you rate the quality of your district supervisor?

1	2	3	4	5	6	7	8	9	10
Poor				Fair					Excellent

11. Overall, how would you rate the quantity of supervision your received?

1	2	3	4	5	6	7	8	9	10
Poor				Fair					Excellent

Part IV:

1. Provide the following information:

_____ Number of evaluations completed

_____ Number of days actually worked

2. Rank order the following activities, please note the approximate percentage of your time spent in each:

_____ Test Administration	_____ %
_____ Test Interpretation and Report Writing	_____ %
_____ Teacher Consultation	_____ %
_____ IST (or equivalent) involvement	_____ %
_____ Classroom Observation	_____ %
_____ Parent Conferences	_____ %
_____ Staffings of cases	_____ %
_____ Counseling	_____ %
_____ Attending inservice sessions and workshops	_____ %
_____ Traveling	_____ %
_____ Supervision	_____ %

Part V:

1. Overall, how would you rate your experience?

1 2 3 4 5

Inadequate
Preparation

Adequate
Preparation

Extraordinary
Preparation

Comments:

Appendix F

Lehigh University School Psychology Program

Practicum/Internship Log

School Psychology Practicum/Internship Log

DATE	Assessment: IQ, Achv	Assessment: CBA	Assessment:	Report Writing	Intervention/Consultati	Counseling: Group	Counseling: Individual	Counseling: Social	Counseling: Crisis	Meeting: IEP/MDE	Meeting: IST/CST	Meeting: SAP	Meeting: Parent	Meeting: Other	In-Service/Conferences	Research	Supervision: Field	Supervision: Univ.	TOTAL HOURS	
Mon																				
Tue																				
Wed																				
Thu																				
Fri																				

Name: _____

Dates: _____

Internship Site: _____

Field Supervisor's
Signature: _____

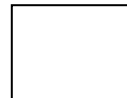
University Supervisor's
Signature: _____

Comments:

Total Hours this Week _____

Cumulative Hours from last week _____

Cumulative Hours this semester



Appendix G

Checklist for Completion of Minimum Internship Activities

Required Activity	Actual Activity	Date Completed	Intern Supervisor Signature & Comments
Participation in professional development within the district			
Provide some form of professional development within the district			
Conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan)			
Conduct at least one evaluation for a student referred for special education eligibility			
Conduct at least one assessment for a behavior problem (e.g., functional behavioral assessment)			
Conduct at least one curriculum-based assessment for a student referred for academic skills problems			
Conduct at least one assessment for a student with a low-incidence disability (e.g., autism)			
Conduct at least one consultation/intervention program for a student with an academic skill problem			
Conduct at least one consultation/intervention program for a student with a behavior problem			

Appendix H**Student Grievance Record**

Grievance Submitted By: _____ Date: _____

Brief Description of Complaint: _____

_____Desired Outcome(s): _____

Steps Taken (check, date, and sign):

	STEPS TAKEN	DATE COMPLETED	SIGNATURE
	1. Discussion with the person		
	2. Discussion with another faculty		
	3. Consultation with the Program Coordinator and relevant parties		
	4. Consultation with the Department Chairperson		
	5. Formal appeal to the Dean of the College of Education		
	6. Formal appeal to the University Graduate Committee		
	7. Formal appeal to the University Provost		
	8. Formal appeal to the University Judicial System		

Outcome (follow up): _____

