TASP Graduate Student Session:
Yikes! I am almost done with coursework!!

PRAXIS, INTERNSHIP AND FIRST JOBS

PRAXIS-II Exam- School Psychology

Preparation Materials

- https://www.ets.org/praxis/prepare/materials/5402

- https://www.mometrix.com/academy/praxis-ii/psychologist/

- https://www.amazon.com/School-Psychology-Licensure-Guide-Second/dp/0826109896

- https://quizlet.com/13914205/praxis-ii-school-psychology-flash-cards/

Test Content

Problem Identification

▶ Interview strategies

▶ Observational strategies

▶ Review of background information (e.g., student records, medical records and reports, review of previous interventions, developmental history)

▶ Screening measures and methods

Assessment /Problem Analysis

- Measures:
  - Cognitive and achievement
  - Processing measures (e.g., memory, executive functioning, phonemic awareness)
  - Social skills, development, adaptive behavior
- Functional behavior assessment
- Performance-based assessment (e.g., work samples, portfolios)/Curriculum-based assessment/curriculum-based measures

Assessment/Problem Analysis

▶ Age ranges for: WISC, WAIS, WPSSI, SB, WJ, KABC, DAS, CAS, UNIT, Bayley, K-TEA, KAIT, WIAT, WRAT,PPVT, VMI, etc.

▶ Definitions of mean, median, mode, range, variance, standard deviation

▶ Minimal requirements for assessing various disabilities

▶ Interpretation of assessment data and selection of intervention

Assessment/Problem Analysis

▶ Ecological assessment of the learning environment

▶ Using the normal curve to convert scores

▶ Comparing a standard score, a %-ile rank, a Normal Curve Equivalent, a stanine, a deviation IQ, a T-score, a Z-score, a grade-equivalent score, etc.

▶ Interpreting WISC scale scores

▶ Culturally competent assessment practices

Assessment Considerations for Special Populations

▶ IDEA categories: description, diagnostic criteria, possible manifestations, possible accommodations / modifications

▶ Infant and early childhood/preschool

▶ ESL/ELL (e.g., the appropriate use of translators/interpreters, measurement selection, language of assessment)

▶ Low incidence exceptionalities (e.g., chronic health impairment, severe physical disabilities, autism, sensory impairment)

▶ Gifted and talented

Research, Statistics and Program Evaluation

▶ Evaluating research

▶ Translating research into practice

▶ Understanding research design and statistics

▶ Program evaluation models and methods

Effective Instruction/ Academic Interventions

▶ Instructional strategies (e.g., cooperative learning, flexible grouping, differentiated instruction, engagement time, scaffolding, study skills, metacognition)

▶ Curriculum accoms and mods (e.g., assistive technology, specially designed instruction)

▶ Designing and implementing interventions

▶ Monitoring interventions (outcomes and treatment fidelity/integrity)

▶ Evaluating learning outcomes

Issues Related to Academic Success/Failure

▶ Factors related to academic progress (e.g., school/classroom climate, family involvement, motivation, SES, language competency, programming for ELL)

▶ Educational policies/practices (e.g., social promotion, high stakes testing, retention, tracking, zero tolerance, corporal punishment)

Behavioral Prevention and Intervention

► Behavioral mods and ABA techniques

► Different behavioral observation and recording methods and their pros and cons (e.g., continuous recording, time sample recording, etc.)

► How to apply reinforcement, punishment, and extinction procedures

Behavioral Prevention and Intervention

- ► Identifying correct behavioral technique given a variety of real-life situations
- ► Cognitive-behavioral/rational emotive strategies
- ► Major research studies related to the outcomes of cognitive-behavioral intervention

Primary, Secondary, and Tertiary Preventative Strategies

▶ School/system-wide (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development)

▶ Classroom organization and management (e.g., time management, classroom rules, physical environment)

▶ Individual and small group (e.g., social skills training, conflict resolution)

School-based Intervention Skills/Techniques

▶ Counseling (e.g., individual, group)

▶ ABA and intervention

▶ Developmentally appropriate intervention techniques

▶ Stress management techniques

Crisis Prevention/Intervention/Response

- Crisis prevention techniques
- School/district-wide crisis management planning and response

Child and Adolescent Psychopathology

- Symptom recognition
- Educational impact
- Support and Interventions
- Basic knowledge of psychopharmacology
- Signs and symptoms of substance abuse

Models and Methods of Consultation

▶ Behavioral

▶ Consultee-centered

▶ Instructional

▶ Mental Health

▶ Multicultural/cross-cultural

Home/school/community Collaboration

▶ Working with families

  ▶ Recognizing and responding to the needs of families (e.g., working with diverse families, family member with mental health issues, facilitating access to appropriate services)

  ▶ Facilitating family involvement in schools

  ▶ Assisting parents and other adult caregivers in facilitating the educational, social, and emotional development of their children

Home/school/community Collaboration

- Teaming with school personnel and utilization of resources
- Interagency collaboration
  - Transition services (e.g., birth to age three, preschool to school-age and school-age to adult, hospital to school, juvenile justice system to school)
  - Linking with community resources

Principles, Theories, and Major Findings in Abnormal, Learning, Personality, and Social Psychology

- ▶ Piaget's cognitive development stage theory
- ▶ Kohlberg's stages of moral development
- ▶ The halo effect and Bandura's social learning theory
- ▶ Seligman's approach (e.g., The Optimistic Child)
- ▶ Erikson's and Freud's development stages

Principles, Theories, and Major Findings in Abnormal, Learning, Personality, and Social Psychology

▶ Maslow's needs hierarchy

▶ Premack Principle

▶ CHC theory, structural and hierarchical theories of intelligence (e.g., Spearman)

Knowledge of Measurement Theory and Principles

▶ Types of test scores and norms

▶ Strengths and limitations of various assessment procedures (e.g., multiple-choice tests, interviews, self-report inventories)

▶ Reliability and validity of measurement

▶ Personal, social, linguistic, environmental, racial, and cultural factors that may influence test performance

▶ Test fairness concepts

Ethical Principles and Standards for Practice

▶ Test use and misuse

▶ Confidentiality

▶ Supervision standards

▶ Private practice standards

▶ How NASP handles complaints about a member or nonmember

▶ Responsibilities related to the reporting of abuse

Ethical Principles and Standards for Practice

▶ Differences between direct and indirect service models

▶ Professional standards in the practice of school psychology as set forth in the NASP professional conduct manual

▶ APA, AERA, and NCME standards for educational and psych. tests

▶ Use of technology (e.g., report writing software, confidentiality, electronic data storage and transmission)

Legal Issues Related to the Practice of School Psychology

▶ Laws, codes, and regulations governing the practice of school psychology and the education of students with disabilities, (e.g., rights of students, freedom of information, and rights of access to student records)

▶ Rights of students (e.g., informed consent, aversive procedures, discipline, least restrictive environment, Free Appropriate Public Education, discipline)

▶ Legal liability of school psychologists (e.g., malpractice, negligence, supervision)

Laws, Regulations, and Guidelines Addressing Students with Disabilities

▶ IDEA 2004, including the following principles: Zero Reject Principle, Nondiscriminatory Evaluation, Free and Appropriate Education, Least Restrictive Environment, Procedural Due Process, and Parental and Student Participation

▶ Section 504, ADA, Family Educational Rights and Privacy Act of 1974, and Hatch Amendment of 1978

Major Court Cases

- *Brown v. Board of Education*
- *Debra P. v. Turlington*
- *Diana v. State Board of Education*
- *Guadalupe Organization, Inc. v. Tempe Elementary School District*
- *Hobson v. Hanson*
- *Larry P. v. Riles*
- *Mills v. Board of Education of District of Columbia*

- *Parents in Action in Special Education (P.A.S.E.) v. Hannon*
- *Pennsylvania Association for Retarded Citizens (P.A.R.C.) v. Commonwealth of Pennsylvania*
- *Pesce v. J. Sterling Morton High School*
- *Rowley v. Board of Education*
- *Tarasoff v. The Regents of the University of California*
- *Tatro v. Irving Independent School District*

Professional Foundations

- Timeline of major events in the field (Tip: See Fagan & Wise's Timeline of School Psychology History:
  - Contributions of the following individuals: Anastasi, Bergan, Binet, Caplan, Cattell, Galton, Gessell, Jenson, McCarthy, Simon, Spearman, Terman, Thurstone, Vernon, Wechsler, Witmer, Wundt, etc.
- Advocating for children and their families (e.g., related to issues such as disproportionality, poverty, access, and equity)
- Continued Professional Development

Internship

HOW TO FIND IT, HOW TO LOVE IT

Basic Considerations

► Regional differences in timelines

► Not all jobs are advertised on district job postings

► Don't expect immediate response to exploratory contact

► Flexibility is very important

► Goodness of fit is the most important

Key Components

- Access to supervision
- Conceptualization of the internship experience
- Model of psychological service delivery
- Breadth and Depth of experience
- Location
- Compensation

Resources

- ESCs
  http://www.esc20.net/page/esc.R20.public.isds
- TASP
- NASP

First Jobs

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Questions?