

University of Wisconsin-La Crosse
Department of Psychology/School Psychology Program

INDEPENDENT STUDY:
SCHOOL PSYCHOLOGISTS- KIDS MATTER, TRAUMA SENSITIVE AND MENTALLY HEALTHY STUDENTS
SPY 796
(Spring 2017; 1 Credit)
Appleton, WI
March 29-31, 2017

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Course Description

School psychologists are being challenged to bring quality evidence-based practices to meet the needs of today's children. This class, held in conjunction with the WSPA Spring Convention, has multiple training strands addressing educational concerns in schools including, but not limited to: meeting the mental health needs of students, crisis intervention and response, ethics, as well as various academic, behavior and mental health intervention strategies. **Must attend all three days of the convention workshops to receive credit.**

Relevant DPI Standards Addressed in this Course

Wisconsin Standards for Teacher Development & Licensure:

Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Wisconsin Standards for Pupil Service Development & Licensure:

The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

Wisconsin Standards for Administrator Development & Licensure:

The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Resources

- Bear, G.G., Minke, K.M. (Eds) (2006). *Children's Needs III: Development, Prevention, and Intervention*. Bethesda, MD: National Association of School Psychologists.
- Cowen, K.C. & Skalski, A.K. (2008). *Ready to Teach, Empowered to Learn: Guiding Principles for Effective Education*. Bethesda, MD: National Association of School Psychologists. Retrieved from <http://www.nasponline.org/advocacy/2008educationpolicydocument.pdf>
- Harrison, P.L. & Thomas, A. (Eds) (2014). *Best Practices in School Psychology Series*. Bethesda, MD: National Association of School Psychologists.
- National Association of School Psychologists (2010). *Model for Comprehensive and Integrated School Psychological Services*. Retrieved from http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf
- Rossen, E. & Cowan, K.C. (2014). Improving Mental Health in Schools. *Phi Delta Kappan*, 96(4), p. 8-13
- Shinn, M.R. & Walker, H.M. (Eds) (2010). *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RTI*. Bethesda, MD: National Association of School Psychologists.
- Wimmer, M.B. (2013). *Evidence-Based Practices for School Refusal and Truancy, 2nd edition*. Bethesda, MD: National Association of School Psychologists.
- Wisconsin Department of Public Instruction (2015). *The Wisconsin School Mental Health Framework: Integrating School Mental Health with Positive Behavior Interventions & Supports*. Madison, WI: Author.

Learning outcomes:

Within the convention sectionals, participants will learn

- Practical strategies for school psychologists presenting systems-level data through technology.
- The ways that school psychologists can practice a trauma sensitive lens.
- Address student absenteeism, and design interventions based on the functions of their behavior.
- A comparison between the DSM-IV and DSM-5, and the related implications.
- Tools to best advocate for gender diverse students.
- How to apply CBT to treat children and adolescents K-12.
- Current updates, key initiatives, and online resources provided by NASP.
- Learn how to use Early Warning Systems and Academic Seminar to identify early signs of risk.
- Develop assessment strategies to enhance consultation and coaching efforts, and improve core instruction practices.
- Understand psychometric characteristics of screening tools, standardized test development and scoring, and the development of school improvement goals.
- Section 504 eligibility standards, legally compliant evaluation procedures, and federal guidelines.
- DPI school psychology consultant work.
- Strategies of collaboration within the school community partnership for mental health.

Course Expectations

Attendance (50%)

- Attend the entire conference - attendance verification will be conducted with the sign in and evaluation sheets for each sectional. Participants **must** attend the entire day Wednesday, the entire day Thursday, and half the day on Friday to receive credit for attendance.

Paper (50%)

- 3-5 page paper on how you are going to apply the concepts learned at the conference to your local education authority (e.g., school or district, etc.). Papers can focus on all the information presented over the three days or focus specifically on certain topics that are more relevant or applicable to the LEA. Keep in mind the goals of the conference and the relevant teacher, pupil service and administrative education standards for licensure.

All materials must be received via email or snail mail by April 30. Grades will be posted May 15.

Grading Procedure

Completing the attendance and paper requirement will receive an A. Failure to attend sessions and/or assignments will result in a course grade of an F. Late papers will be reduced by a half grade.

Tentative Course Outline (Any changes will be announced Wednesday Morning)

March 29, 2017 (Wednesday)	
Morning 8:30 a.m. – 4:00 p.m.	<ul style="list-style-type: none">• Practical Strategies for School Psychologists Presenting Systems-Level Data• Trauma-Sensitive Schools: Creating Opportunities to Improve Learning (Repeated)• Understanding Transgender and Gender Diverse Students in Schools• What's New and What Works: Addressing School Refusal and Truancy (Repeated)
Afternoon 1:00 p.m. – 4:15 p.m.	<ul style="list-style-type: none">• DSM-5: Implications for School Psychologists• Trauma-Sensitive Schools: Creating Opportunities to Improve Learning (Repeated)• Strategies and Tools for Supporting Gender Diversity in the Schools• What's New and What Works: Addressing School Refusal and Truancy (Repeated)
March 30, 2017 (Thursday)	
Morning 8:30 a.m. – 11:45 a.m.	<ul style="list-style-type: none">• Cognitive Behavioral Therapy in the Schools: Initial Beginnings to Applied Practice (All Day)• Small Steps Change Lives: How School Psychologists and NASP Help Make a Difference• What Really Works in High Schools: Using an Early Warning System and Academic Seminar to Support a Culturally Responsive Multi-Level System of Support• Classroom Coaching & School Psychology: Developing your Toolbox to Positively Impact Instruction

Afternoon 1:30 p.m. – 4:45 p.m.	<ul style="list-style-type: none"> • Cognitive – Behavioral Therapy in the Schools: Initial Beginnings to Applied Practice (All Day) • You, Too, Can Be a Data Geek: Essential Statistics and Measurement Knowledge in the Age of RtI Implementation, Student Learning Objectives, and School Report Cards • School Psychologists and Section 504: The Process, The Law and Your Role (Repeated) • Supporting Students with Complex Needs in the School Environment (Repeated)
March 31, 2017 (Friday)	
Morning 8:30 a.m. – 11:45 a.m.	<ul style="list-style-type: none"> • Supporting Students with Complex Needs in the School Environment (Repeated) • DPI Updates • School Psychologists and Section 504: The Process, The Law and Your Role (Repeated) • A Successful Collaboration Story: School Community Partnership for Mental Health

You are expected to be on time and attend the full-allotted time period. Please do not repeat any sessions. Failure to attend any of the specified times for any reason will result in a failing grade. You are responsible for signing in for each session. You will receive a certificate of attendance at the end of the session.

Miscellaneous

Academic Integrity & Misconduct

Academic misconduct is a violation of the UWL [Student Honor Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline (i.e., APA Style). Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the [Student Handbook](#) for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to [“Avoiding Plagiarism” on the Murphy Library website](#). You may also visit [the Office of Student Life](#) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct. For a light-hearted tutorial on avoiding plagiarism I encourage you to review a ten-minute interactive tutorial from Acadia University: <http://library.acadiau.ca/tutorials/plagiarism/>.

Concerns or Complaints

If you have a concern or a complaint about the course, or me, I encourage you to bring that to my attention. My hope would be that by communicating your concern we would be able to come to a resolution. If you are uncomfortable speaking with me, or you feel your concern hasn't been resolved after bringing it to my attention, you can contact my department chair or the Office of Student Life (<http://www.uwlax.edu/student-life/>). The Student Academic Non-Grade Appeals process can be found in the [Student Handbook](#). For academic appeals you can review the appeals and petitions for academic matters section of the [UWL Catalog](#).

Students with Disabilities

Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors. Students are ultimately responsible to communicate their needs with the instructor in a timely manner. Review the ACCESS Center website at: <http://www.uwlax.edu/access-center/>

Veterans and Active Military Personnel

Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the [Veterans Services Office](#). Students who need to withdraw from class or from the university due to military orders should be aware of the [military duty withdrawal policy](#).

Sexual Harassment

As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed

or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with [UWL's Title IX Coordinator](#) in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, ipeterson@uwlax.edu. Please see <http://www.uwlax.edu/violence-prevention> for more resources or to file a report.