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://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
- TASP
- NASP
First Jobs
Key Components

- Access to supervision
- Model of psychological service delivery
- Location
- Compensation
- Flexibility is very important
- Goodness of fit is the most important
Questions?