

# **School Psychology Specialization <sup>1</sup>**

**City University of New York  
Graduate School and University Center  
& Queens College**

**2007-2008  
Student Brochure<sup>2</sup>**

**Leading to a Ph.D. in Educational Psychology  
(School Psychology),  
Certification in School Psychology, and  
Eligibility for the New York State Psychology License**

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<sup>1</sup> The School Psychology Specialization is fully accredited by the American Psychological Association.

<sup>2</sup> This brochure is intended to serve as an introduction to the School Psychology Specialization for prospective students and as a guide to the program for students currently enrolled. Students currently enrolled should become familiar with the contents of this brochure. They should also become familiar with the Student Guidelines for the Ph.D. Program in Educational Psychology (available from the program office).

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## **School Psychology Specialization**

### **Introduction**

Students can enter the Graduate Center-Queens College School Psychology Specialization either with or without a prior certificate<sup>3</sup> in school psychology. Bachelor or MA/MS-level graduates (who do not hold a certificate in school psychology and who wish to pursue a course of full-time doctoral study in the area of school psychology) will graduate with a Ph.D. in Educational Psychology - Area: School Psychology and a Certificate in School Psychology.

Individuals who have previously obtained certification as a School Psychologist and wish to pursue a course of full-time doctoral study in the area of school psychology will be given advanced standing (which recognizes students' previous coursework in their school psychology certification program). Students admitted with advanced standing will graduate with a Ph.D. in Educational Psychology - Area: School Psychology.

All graduates of the Specialization are eligible to take the New York State licensing exam in Psychology. The School Psychology Specialization is fully accredited by the American Psychological Association and the State of New York.

### **The Campuses**

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<sup>3</sup> Throughout this brochure, the term "post-certificate" indicates that students either have a New York State School Psychology Certificate or meet requirements for a New York State School Psychology Certificate.

The Graduate Center-Queens College School Psychology Specialization combines the resources of two units of The City University of New York to provide a quality doctoral training program. The primary responsibility of The Graduate School and University Center is to offer the doctoral programs of the City University. Queens College is one of the 10 senior colleges in The City University of New York system.

**The Graduate School and University Center.** The Graduate School and University Center is located in the Graduate Center building at 365 Fifth Avenue, at East 34th Street. Coursework and research in the social sciences, humanities, mathematics, and several nonlaboratory sciences take place at this location, as does the administration of all the Ph.D. programs. In the fall of 2003 approximately 4,000 doctoral students were enrolled in 32 doctoral programs.

The Graduate School and University Center building includes a state of the art library with reference areas, stacks, computer-equipped workstations for access to online databases, and rooms for group study. Academic and research areas throughout the Graduate School include classrooms, seminar rooms, lecture halls, computer labs, faculty offices and student study areas, a science center, and offices for centers and institutes. Public facilities include an auditorium, recital hall, art gallery, coffee bar, conference center, and monumental lobby. Lectures and academic conferences bringing together scholars from throughout the United States and abroad are sponsored during the year.

**Queens College.** Queens College was founded in 1937 as a college of liberal arts and sciences. The campus is located in Flushing, New York, on a hill overlooking most of the borough of Queens. It is easily accessible by public transportation or car. Queens College offers undergraduate day courses in the College of Liberal Arts and Sciences, evening courses in the School of General Studies, and graduate courses in the Graduate Division. The facilities include the Rosenthal Library, a student union, computer laboratories, and a full program of exhibits, lectures, concerts, and plays presented regularly on the campus. Total Queens College enrollment is approximately 17,000, with 4,600 graduate students.

### **Faculty**

The faculty for the Graduate School-Queens College School Psychology Specialization is drawn from the faculties of both campuses.

#### **Core Program Faculty**

- **Kopala, Mary.** Director, Graduate Center School Psychology Specialization, Professor, Ph.D., 1987, Pennsylvania State University. Health issues as they relate to women and adolescents, the impact of illness on adjustment, coping styles and ways of coping, creativity and self-efficacy, parenting skills.

- **Fish, Marian C.** Coordinator, Queens College School Psychology Program; Professor, Ph.D., 1974, Teachers College, Columbia University. Family systems theory, families and school, and interventions in the schools.
- **Jeltova, Ida.** Professor, Ph.D., 2002 Educational Psychology, Graduate School and University Center, CUNY. Specialization in School Psychology, Concentration in Bilingual School Psychology.
- **Goh, David.** Professor, Ph.D., 1973, University of Wisconsin, Madison. School psychology, measurement and research design.
- **LiPuma, Joseph.** Visiting Assistant Professor, Ph.D., 1988, Fordham University. Assessment and intervention in the schools, internship supervision.
- **Lopez, Emilia.** Associate Professor, Ph.D., 1989, Fordham University. School psychology, consultation, linguistically and culturally diverse students.
- **Ross, Roslyn.** Associate Professor, Ph.D., 1966, New York University. Assessment, counseling, supervision, personality theory, child development.
- **Theodore, Lea A.** Assistant Professor, Ph.D. 2002, University of Connecticut. Academic and behavioral interventions and developing classroom-based interventions.
- **Tryon, Georgiana Shick.** Professor, Ph.D., 1971, Kent State University. Counseling supervision and evaluation, attention deficit-hyperactivity disorder, norm-referenced personality assessment.

### Associated Graduate School Faculty

- **Ehri, Linnea.** Distinguished Professor, Ph.D., 1970, University of California, Berkeley. Reading and spelling acquisition, literacy, psycholinguistics, cognitive and language development.
- **Gross, Alan L.** Executive Officer of Graduate Center Educational Psychology Program, Professor, Ph.D., 1970, Purdue University. Applied statistics, educational measurement, techniques for problems of missing data.
- **Homer, Bruce D.** Assistant Professor, Ph.D., 2000. University of Toronto. Relation between cognition, development, and learning, children's spoken and written language, theories of the mind, and computer based multimedia learning.
- **Johnson, Helen.** Professor, Ph.D., 1972, University of Wisconsin - Madison. Substance abuse, family literacy.
- **Rindskopf, David.** Professor, Ph.D., 1976, Iowa State University. Latent variable models, design and analysis of nonexperimental designs, program evaluation.
- **Tittle, Carol Kehr.** Professor, Ph.D., 1965, University of Chicago. Educational measurement, program evaluation, validity of assessments in the teaching and learning context, gender and education.
- **Verkuilen, Jay.** Professor, Ph.D., 2007 (Psychology); Ph.D., 2002 (Political Science), University of Illinois. Item response theory, generalized linear mixed models, bounded data, psychometrics
- **Zimmerman, Barry J.** Distinguished Professor, Ph.D., 1969, University of Arizona. Social cognitive learning and children's development, teaching through demonstration, self-regulated learning, microcomputer instruction, health education.

### Contributors to the Program

- **Angrilli, Albert.** Adjunct Professor, Ph.D., 1958, New York University; Diplomate in School Psychology, ABPP. Clinical and school psychology, psychotherapy, hypnotherapy.
- **Flugman, Bert.** Director, Center for Advanced Study in Education, Ph.D., 1975, Graduate School and University Center, City University of New York.
- **Nahari, Sara.** Adjunct Professor, Ph.D. 1995, Fordham University. Assessment and intervention with multicultural and special needs populations.

The core School Psychology faculty represents a full-time equivalent of 4.0 faculty for 50 doctoral students (a ratio of 1 full-time faculty member for every 12.5 students). Core faculty members generally endorse a behavioral or cognitive-behavioral theoretical orientation that is reflected in their teaching and research. These orientations are consistent with the program goals and objectives that emphasize student development of competence in using empirically-based interventions, psychometrically-sound assessment devices, and experimental and single-case research designs. The School Psychology faculty has expertise in the core areas reflecting program goals and objectives. These include empirically-based interventions, experimental and single-case research design, comprehensive school psychology assessment, school and family systems, neuropsychology, multicultural issues, counseling, development, ethics, consultation, and developmental psychopathology.

Other faculty in the Educational Psychology Program make substantial contributions to School Psychology students' educational experience. These other faculty members teach required core courses, as well as elective courses in Educational Psychology. Other faculty also serve as advisors to and dissertation chairs for School Psychology students as well as serving on their dissertation committees.

Core program faculty as well as other faculty associated with the School Psychology Specialization have maintained a deep commitment to scholarly research. Our faculty have consistently investigated a wide range of topics over time. Appendix A presents a list of faculty publications since 2000.

### **Specialization Philosophy**

School Psychology is a professional discipline that seeks to enhance the psychological and educational well being of children, adolescents, adults, and families through the provision of scientifically derived assessment, consultation, and intervention procedures. The philosophical goals of the CUNY Graduate Center - Queens College School Psychology Specialization are to: (a) provide comprehensive coverage of the core areas of psychology with an emphasis on empirically derived precepts and principles, (b) facilitate the development of research skills through course work in statistics, psychometrics, and participation in supervised research courses and through attendance at research-oriented psychological conferences, and (c) to develop clinical competencies through applied training involving psychological assessment, consultation, and intervention skills.

The philosophy of the School Psychology Specialization is guided by the following assumptions:

1. Theory and practice are interrelated across core and specialty areas of training. Theoretical courses strive to apply basic psychological principles and precepts to the problems that are encountered by learners. Likewise, professional courses are taught from a strong theoretical and research orientation. Emphasis is given to: (a) employing measures with well-established psychometric properties, (b) employing

interventions that are empirically supported by the published literature, (c) using single-case designs to determine treatment efficacy, and (d) determining the social validity of interventions.

2. Training must emphasize individual factors and multiple systems and influences that affect learning and adjustment.
3. School psychology training must emphasize an understanding of diversity and multicultural considerations. Situated in one of the most populated and ethnically diverse areas of the United States, the Specialization seeks to prepare students to develop an understanding of the needs of students from divergent backgrounds and to develop culturally sensitive professional skills to facilitate learning and adjustment.
4. School psychology training must be organized, systematic, and sequential. The Specialization's model emphasizes the (a) development of basic psychological skills, (b) orientation to the culture and the organization of schools, mental health facilities, and community agencies, (c) the supervised application of professional skills in applied settings, and (d) preparation for teaching and research in a higher education setting.
5. Training must emphasize the development of a professional identity and an understanding of the nature and scope of practices that are provided by doctoral school psychologists. Training must emphasize an understanding of the American Psychological Association's ethical principles for psychologists and a knowledge of State and Federal legislation that applies to the delivery of school psychology services.

### **Specialization Objectives and Goals**

The general objective of the School Psychology Specialization is to develop professional psychologists who are capable of research and practice in pre-schools, elementary and secondary schools, mental health facilities, community agencies, and higher education. Our more specific goals are to provide school psychology students with:

1. Broadly-based knowledge of psychological foundations including cognitive and affective aspects of behavior, biological aspects of behavior, social aspects of behavior, history and systems of psychology, techniques for data analysis, research methodology, and measurement.
2. The scientific and theoretical knowledge of regular development and developmental psychopathology.
3. Competence in designing and conducting research with an emphasis on the use of experimental and single-case research designs.

4. The ability to work effectively with learners, educators, families, and mental health workers in a variety of professional settings.
5. The ability to understand and deal with the unique problems of multicultural learners in urban and suburban settings.
6. Applied skills involving the administration, scoring, interpretation, and report preparation of a comprehensive evaluation that incorporates the use of a wide-range of clinical interviews, structured interviews, norm-referenced personality tests, psycho-motor tests, behavioral observations, parent-teacher ratings, vocational aptitude tests, academic achievement tests, and measures of cognition and memory.
7. Ability to function as a consultant both at the individual and the systems level to enhance the learning and adjustment of children, adolescents, young adults and families.
8. Competence in the application of behavioral and cognitive-behavioral interventions, single-case research methodologies, and the assessment of social validity before, during, and after interventions are presented.
9. Commitment to the professional and ethical standards that are related to the practice of school psychology at the doctoral level.
10. Commitment to applying methods of scholarly inquiry to the continuing evolution of the field of school psychology throughout their professional careers.

### **Students**

Seventy students are currently enrolled in the School Psychology Specialization. There are 42 students who entered the specialization without prior certification in school psychology. In addition, there are 28 students who entered the specialization with prior certification in school psychology. With respect to demographics, 18% of the students are males and 82% are females. Eighty-four percent of the student body is Caucasian with 16% of students coming from ethnically diverse backgrounds (i.e., African-American, Asian/Pacific-Islander). Generally, nine to ten students are admitted to the School Psychology Specialization per year. During the past several years, we have made a concerted effort to select students who have a minimum Verbal and Quantitative GRE score above 500 (minimum combined score of 1000), undergraduate GPAs over 3.00, and/or graduate GPAs over 3.50. Students admitted for the 2007-2008 academic year had an average undergraduate GPA of 3.55, an average graduate GPA of 3.77, and average GRE Verbal and Quantitative scores of 593 and 673 respectively (average combined score of 1266).

**Educational and Training Outcomes.** Since 2000, 31 students have graduated from the School Psychology Specialization. The mean and median time-to-degree for all

School Psychology Doctoral Graduates is 7.8 and 7.0 calendar years respectively. Three percent completed the degree in 5 years; 13% in 5.5 years, 10% in 6 years; 6% in 6.5 years; 23% in 7 years; and 48% in over 7 years. Some students enter the program with a Master's degree in School Psychology and are certified school counselors while others enter without a graduate degree in School Psychology. The mean and median time-to-degree for individuals who have earned the Master's degree is 8.1 and 7.0 calendar years respectively, and the mean and median time-to-degree for students who enter without a graduate degree in School Psychology is 7.7 and 7.5 calendar years respectively.

Surveys of these graduates show that they provide psychological services in school settings and in psychiatric hospitals. Several of our graduates have positions in university settings or have post doc positions. Many graduates are active in professional organizations. A number of our graduates have published articles in various professional journals (e.g., *School Psychology Review*) and have made presentations at state, national, and international conferences. Many of these graduates have New York State Psychology Licenses.

**Student Advisement.** Incoming students are assigned a faculty advisor. As the student progresses in the program, it is recommended that he/she select a new advisor who closely matches the student's research interests. The student should meet with his/her advisor at the beginning of each semester to plan and record a program of studies. The advisor will approve the choice and number of courses the student plans to take in any semester. It is then the student's responsibility to notify the advisor of any intended changes in the program.

**Student Research.** In order to provide an introduction to the general research process, first year students are assigned to a faculty member as research assistants. This assignment allows students to develop excellent skills relative to the conceptualization of research problems, data collection, analyses, and the publication process. During the third year, students are assigned to faculty for two semesters of independent study during which they investigate the literature in an area of interest, identify a potential research topic, prepare a review of the published work in this area, and prepare a preliminary thesis proposal that draws from the earlier literature review.

Students arrive at a mutual understanding with a faculty member to conduct doctoral research on a specific topic under his or her supervision. For students without a school psychology certificate, this occurs during the fourth year of study. For students with a school psychology certificate, this occurs during the third year of study. Appendix B presents a list of dissertation titles for our program graduates since 1992. As may be noted from this list, our students have pursued a wide-range of dissertation topics.

### **Licensing**

Students who graduate from the School Psychology area are eligible to take the New York State Licensing Examination in Psychology.

**Accreditation**

The doctoral specialization in School Psychology is fully accredited by the Department of Education of the State of New York and the American Psychological Association. Information regarding APA accreditation can be obtained from the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 Phone: 202-336-5979.

**General Program Requirements**

Students should review the Graduate School and the Queens College Bulletins for definitive guidelines regarding rules and regulations. In general, however, students must maintain a minimum B average, pass the Graduate School First Level Examinations in four different areas (listed in Tables 1 and 2), pass the Graduate School Second Level Examination in the area of School Psychology, fulfill the research tool requirements, and successfully complete a doctoral dissertation. In addition, students who do not have a school psychology certificate must complete four practicum courses, students with a school psychology certificate must complete two practicum courses, and following the conclusion of their doctoral coursework, all students must complete a one-year internship.

**Scheduling.** In order to meet the current New York State licensing requirements and the accreditation requirements of the American Psychological Association, school psychology students must complete a wide-range of theoretical and applied courses. The overriding majority of the theoretical classes at the Graduate Center have been offered on weekdays (Monday through Thursday) from 4:15-6:15 PM and from 6:30-8:30 PM. Given the number of courses that are required a few of the theoretical courses (generally two or three) must be offered before 4:15 PM. Weekend and summer classes are not offered. At the Graduate Center campus, class sizes generally range from six to eight students. At Queens College, class sizes average fifteen students. Fieldwork placements at Queens College (ECPSP 766) for require two days per week for one semester in a school setting. The Queens College and Graduate Center Practica (ECPSP 777, EPSY 82001, & EPSY 82002) require one-day per week experience in an applied setting such as a school or a teaching hospital. In addition, all school psychology students are required to complete a one-year internship on a full-time or part-time basis (see "Internship Requirement" section below).

**Course of Study for Non-Certified School Psychology Students.** The School Psychology Specialization is predicated on the assumption that research and clinical application are integrally connected. Viewed in this context, training in research and practice is necessary in order to develop an interest and expertise in both areas. As such, the Specialization provides a 108 credit-hour sequence of theoretical and applied courses for students admitted without certification in school psychology. Table 1 presents the sequence of required courses for a full-time student admitted without certification.

**Table 1. Course Sequence for Non-Certified School Psychology Students  
Year 1**

First Semester			
GC	EPSY 00000	Proseminar in Educational Research	0
GC	EPSY 70200	Educational Psychology I: History and Current Systems	3
GC	EPSY 70500	Statistics and Computer Programming I	3
GC	EPSY 72100	Ethical and Professional Issues in School Psychology	3
GC	EPSY 71900	Theory and Application of Behavioral Techniques in Education Settings	3
Total Semester Credits			12
Second Semester			
GC	EPSY 70600	Statistics and Computer Programming II	3
GC	EPSY 70700	Research Methods in Educational Psychology	3
GC	EPSY 72000	Developmental Psychopathology Among School Based Populations	3
GC	EPSY 72200	Theories and Methods of Personality Assessment in Schools	3
Total Semester Credits			12

*At this point, students must sit for the First Level Examinations in Statistics and Research Methods. Note that the remaining two first examinations (Cognition and Motivation; Behavior Modification and Developmental Psychopathology) must be completed prior to the beginning of the fifth semester.*

**Year 2**

First Semester <sup>4</sup>			
QC	ECPSP 772	Theory and Practice in Assessment of Intelligence and Cognitive Functioning I	4
QC	ECPSP 860	Human Development	3
QC	ECPSP 863	Exceptionality in Human Development	3
GC	EPSY 71100	Cognitive Development and Learning Processes in Education	3
Total Semester Credits			13
Second Semester			
QC	ECPSP 773	Theory and Practice in Assessment of Intelligence and Cognitive Functioning II	4
QC	ECPSP 774	Theory and Practice of Personality Evaluation I	3
GC	EPSY 71300	Social and Motivational Development in Education	3
GC	EPSY 82100	Theories and Methods of Counseling of School-Aged Youth	3
Total Semester Credits			13

<sup>4</sup> Students who wish to complete a Bilingual Extension must take ECPSP 779 this semester.

**Year 3**

## First Semester

QC	ECPSP 766	Fieldwork in School Psychology	3
QC	ECPSP 779	Multicultural Issues in School Psychology <sup>5</sup>	3
QC	ECPSP 775	Theory and Practice of Personality Evaluation II	3
QC	ECPSP 778	Counseling Techniques for School Psychologists	3
GC	EPSY 89501	School Psychology Independent Study I	1

Total Semester Credits 13

## Second Semester

QC	ECPSP 777	Practicum in School Psychology	4
QC	ECPSP 867	Consultation in School Psychology	4
QC	ECPSP 868	Advanced Counseling Practicum	2
GC	EPSY 82200	Biological Basis of Behavior: Theory and Research	3
GC	EPSY 89502	School Psychology Independent Study II	1

Total Semester Credits 14

**Year 4**

## First Semester

QC	ECPSP 771	Professional Issues in School Psychology	3
GC	EPSY 81600	Systems Theory in School and Family Functioning	3
GC	EPSY	Statistics Level II Course	3
GC	EPSY 82001	Advanced Practicum in School Psychology I	3

Total Semester Credits 12

## Second Semester

GC	EPSY 73000	An Introduction to Psychometrics	3
GC	EPSY 72300	Theories and Principles of Social Psychology: Applications to School Age Populations	3
GC	EPSY 82002	Advanced Assessment Practicum in School Psychology II	3
GC	EPSY 89000	Supervised Research	3

Total Semester Credits 12

*Students sit for Second Level Exams in School Psychology.*

**Year 5**

## First Semester

QC	ECPSP 768	Internship	3
GC	EPSY 89801	Internship in School Psychology	0
GC	EPSY 90000	Dissertation Supervision	1*

<sup>5</sup> For students who wish to obtain a Bilingual Extension, this course will be taken in Year 2, First Semester. The two required bilingual courses (ECPSP 861) should be taken in year 4.

				Total Semester Credits	4
Second Semester					
QC	ECPSP 769	Internship			3
GC	EPSY 89802	Internship in School Psychology			0
				Total Semester Credits	3

*\*Students continue to register each semester for EPSY 90000 with their dissertation advisor until successful completion of the dissertation.*

GC Credits	60
QC Credits	48 (including 6 credit internship)

GC and QC total credits: 108

**Course of Study for Certified School Psychology Students.** Most students admitted to the Specialization with a school psychology certificate must complete a 63 credit-hour sequence of theoretical and applied courses. Student transcripts are reviewed at admission, and faculty reserve the right to require an additional course or courses from Table 1 if it is deemed that a student's background is deficient. Table 2 presents the recommended sequence of required courses for a full-time student admitted with a school psychology certificate. Students may elect to enroll on a part-time basis and are encouraged to meet with their faculty advisor to ensure that all requirements are met.

**Table 1. Sample Course Sequence for Certified School Psychology Students**

Year 1

First Semester

GC	EPSY 00000	Proseminar in Educational Research	0
GC	EPSY 70200	Educational Psychology I: History and Current Systems	3
GC	EPSY 70500	Statistics and Computer Programming I	3
GC	EPSY 72100	Ethical and Professional Issues in School Psychology	3

Total Semester Credits 9

Second Semester

GC	EPSY 70600	Statistics and Computer Programming II	3
GC	EPSY 70700	Research Methods in Educational Psychology	3
GC	EPSY 72000	Developmental Psychopathology Among School Based Populations	3

Total Semester Credits 9

*Students are required to take the Statistics and Research Methods First Examinations prior to beginning their third semester. The remaining two examinations (Cognition and Motivation, Behavior Modification and Developmental Psychopathology) must be completed prior to*

*beginning their fifth semester.*

## **Year 2**

### **First Semester**

GC	EPSY 71100	Cognitive Development and Learning Processes In Education	3
GC	EPSY 71900	Theory and Application of Behavioral Techniques In Education Settings	3
GC	EPSY	Statistics Level II course	3
GC	EPSY 89501	School Psychology Independent Study I	1

Total Semester Credits 10

### **Second Semester**

GC	EPSY 71300	Social and Motivational Development in Education	3
GC	EPSY 72200	Theories and Methods of Personality Assessment In Schools	3
GC	EPSY 73000	An Introduction to Psychometrics	3
GC	EPSY 82100	Theories and Methods of Counseling School-Aged Youth	3
GC	EPSY 89502	School Psychology Independent Study II	1

Total Semester Credits 13

## **Year 3**

### **First Semester**

GC	EPSY 81600	Systems Theory in School and Family Functioning	3
QC	ECPSP 779 <sup>6</sup>	Multicultural Issues in School Psychology	3
<i>Or</i>			
QC	ECPSP 861	Assessment of Linguistically and Culturally Diverse Students	3
GC	EPSY 82001	Advanced Practicum in School Psychology I	3

Total Semester Credits 9

### **Second Semester**

GC	EPSY 72300	Theories and Principles of Social Psychology: Applications to School Age Populations	3
GC	EPSY 82200	Biological Basis of Behavior: Theory and Research	3
GC	EPSY 82002	Advanced Assessment Practicum in School Psychology II	3
GC	EPSY 89000	Supervised Research	3

Total Semester Credits 12

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<sup>6</sup> ECPSP courses are offered at Queens College. For students who wish to obtain a Bilingual Extension, two additional bilingual courses (offered at Queens College) are required.

*Students sit for Second Level Exams in School Psychology.*

**Year 4**

First Semester

GC	EPSY 89801	Internship in School Psychology	0
GC	EPSY 90000	Dissertation Supervision	1*

Total Semester Credits 1

Second Semester

GC	EPSY 89802	Internship in School Psychology	0
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Total Semester Credits 0

*\*Students continue to register each semester for EPSY 90000 with their dissertation advisor until successful completion of the dissertation.*

Total Credits: 63

Courses are intended to address the core content areas identified by the American Psychological Association. These content areas include: biological, cognitive, affective, and social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; techniques of data analysis; individual differences in behavior; human development; dysfunctional behavior/psychopathology; professional standards and ethics; theories and methods of assessment and diagnosis; effective intervention, consultation, and supervision; evaluation of the efficacy of interventions; and issues of cultural and individual diversity as related to the above.

**First Doctoral Examination.** The purpose of the First Doctoral Examination is to assess whether a student has reached a level of competence to justify further advancement in the Program. Four examinations are given in the areas of Statistics, Research Methods, Cognition and Motivation, and Behavior Modification and Developmental Psychopathology.

School Psychology Specialization students are required to take the Statistics and Research Methods exams before beginning their third semester in the program. They are required to complete the two remaining First Examinations in Cognition and Motivation and Behavior Modification and Developmental Psychopathology before beginning their fifth semester in the program. A student must pass all of the four examinations to remain matriculated in the program. Any examination that the student fails must be retaken in the following semester, and may be retaken only once. Students are urged to discuss any examination failed with the appropriate faculty.

Examinees will be identified only by social security numbers. Where there is disagreement in the judgment of the two faculty members who read each examination, a third member of the faculty will be asked to evaluate the examinations. In the case of failure, the specialization area head will explain the basis of the failure to the student.

A student who fails to take an examination by the scheduled date and who has an acceptable excuse, will be required to take the missed examination(s) during the next scheduled examination period without penalty. Students without an excuse acceptable to the Executive Committee will receive a failing grade and will be required to take the examinations during the next scheduled period.

Each examination is one and one-half hours long. Students will have some choice of questions in each area. An updated reading list pertinent to each examination will be available in May, and it applies to the examination to be given the following academic year. The examinations will be given approximately one (1) week prior to the beginning of both the Fall and Spring semesters each year. The exams will be prepared by the faculty with a minimum of two faculty members participating in the writing and grading of each question. The First Doctoral Examination will not be specifically oriented to particular courses. Developing competencies in each area may be achieved in a number of ways (i.e., through readings, coursework, lectures, colloquia, study groups, etc.). Students must register for the examination with the Assistant Program Officer by the deadline date on the examination application form.

**Second Doctoral Examination.** The Second Doctoral Examination will be taken after the completion of the courses indicated in the student's plan of studies. The Second Doctoral Examination may also be taken during the semester in which EPSY 89000 (Supervised Field Research) is being completed. Permission to take the Second Doctoral Examination must be obtained from the student's faculty advisor who must sign the application form. Students must register for the examination with the Assistant Program Officer by the deadline date on the examination application form.

The Second Doctoral Examinations are designed to assess the students' knowledge of School Psychology. A student is expected to demonstrate knowledge of the significant issues in the major area, including the empirical research, theories, methodologies, and history. Familiarity with the literature in the current professional journals is also expected. An updated reading list for the Second Doctoral Examination will be available in May and will apply to the examinations for the following academic year.

The examination is comprised of two sections; each section is given on a separate day. They are written with the specific form (essay, short answer, etc.) to be determined by the faculty. Students will have some choice in questions. The examinations will be given twice a year, approximately one (1) week prior to the beginning of the Fall and Spring semesters. The examinations are prepared by the faculty, with a minimum of two faculty members participating in the preparation and grading of the examinations.

Examinees will be identified only by Banner Identification numbers. Where there is disagreement in the judgment of the two faculty readers, a third member of the faculty will participate in judging the examinations. In case of failure, the School Psychology Specialization head will explain the basis of the failure to the student. If a student fails a section of the examination, the student will be permitted one additional opportunity to

pass that section. Both sections of the examination are to be passed. Students who fail to take any section of the Second Examination with an acceptable excuse will be required to take the missed part(s) during the next scheduled examination period without penalty. Students missing the examinations without an excuse acceptable to the Executive Committee will be required to take the missed exam(s) during the next scheduled exam period with penalty, (i.e., that attempt will be considered as the second attempt rather than the first.)

**Colloquia and Dissertation Seminars.** Attendance at colloquia and dissertation proposals is considered to be a critical component of the student's doctoral studies. It is expected that each student will regularly attend these presentations.

**Research Tools (Foreign Language and Research Techniques).** An individual's dissertation advisor and committee, with the approval of the Executive Committee, may require a student: (1) to acquire a working knowledge of a foreign language or languages in which there is a substantial body of literature relevant to the student's research; (2) to acquire functional mastery of computer programming; and/or (3) to acquire mastery of advanced statistical techniques. Should the student be required to develop such skills, the Executive Officer must be notified of this requirement, in writing, by the student's mentor.

**Practica Requirement.** Following the first two years of strong theoretical foundations and skill development, students admitted without a school psychology certificate must complete two practica: Fieldwork in School Psychology (ECPSP 766) and Practicum in School Psychology (ECPSP 777).

In the third year for students admitted with a school psychology certificate and in the fourth year for students admitted without a certificate, students must complete 2 practica: (Advanced Practicum in School Psychology I (EPSY 82001), and Advanced Assessment Practicum in School Psychology II (EPSY 82002) before registering for the internship.)

All practica provide opportunities for the application and development of skills in natural settings that prepare students for their internship experience. The practica are sequenced so that student experiences proceed from observation and practice of individual skills (e.g., interviewing, record review, teacher meetings) to more integrated applications. The syllabi for these practica are provided in Appendices C through E.

**Internship Requirement.** In accord with the APA regulations for doctoral level internships, all school psychology students are required to complete a one-year (1800 hours) internship under the supervision of a Ph.D. licensed psychologist. Students admitted to the School Psychology Specialization without a certificate must complete this internship in a school setting over one year. For students admitted with a school psychology certificate, the internship site may include traditional school placements, mental health clinics, hospitals, or other appropriate settings which provide services

consistent with the practice of school psychology. The internship involves 45 hours per week of experience in an applied setting for 10 months for students who are not certified school psychologists; students who are certified school psychologists may elect to complete the internship on a part-time basis (22.5 hours per week over two 10 month academic years). This training for competent professional functioning will include but not be limited to experiences in psycho-educational assessment and intervention. It may encompass direct and indirect service delivery as well as research and evaluation. Students will be expected to accept responsibility for major professional functions in the context of appropriate supervisory support both on-site and at the university. Students must complete and submit a portfolio and complete the Praxis examination prior to graduation. The internship will be supervised by the Graduate Center Internship Director, Professor Joseph LiPuma. Students are expected to submit an Internship Proposal to the Graduate Center Internship Supervisor for approval by the School Psychology Faculty. Appendix F provides the Guidelines for Proposing a School Psychology Doctoral Internship Placement at a Current Work Site. Appendix G provides the Guidelines for Proposing School Psychology Doctoral Internship Placements at a New Work Site. The syllabus for the internship is provided in Appendix H.

Please note that students admitted without a school psychology certificate must enroll for internship at both the Graduate Center (EPSY 89801, EPSY 89802) and Queens College (ECPSP 768, ECPSP 769) in their fifth year of study. Fifth-year students who have been raised to doctoral candidacy pay Level 3 tuition at the Graduate Center. In addition to Level 3 tuition, students without certificates must register and pay for ECPSP 768 and ECPSP 769 at Queens College.

Graduates have been successful in obtaining internships, see the table below:

	2007	2006	2005	2004	2003	2002	2001	2000	1999	1998
No. of students who applied	11	9	6	6	5	2	6	7	3	5
No. of students who received funded internships	11	7	5	5	5	2	6	6	3	5
No. who received unfunded internships	0	0	0	0	0	0	0	0	0	0
No. of students who applied to APA/APPIC internships	0	0	0	0	0	0	0	0	0	0
Percentage of students who received internships	100%	77%	83%	83%	100%	100%	100%	86%	100%	100%

**Bilingual Extension.** Students with bilingual proficiency may complete coursework in Bilingual School Psychology, which leads to a School Psychology Certificate with Bilingual Extension. This requires two additional courses emphasizing bilingual and multicultural issues as well as a bilingual internship placement. Please note that this is an optional specialization and is not considered as part of the core sequence for the School Psychology Specialization. Students wishing more information about a bilingual extension should contact Professor Emilia Lopez, Director of the Bilingual Specialization at Queens College.

**Preparation of the Dissertation Topic.** After completing all required coursework and passing the Second Examinations, students begin the process of writing their dissertation. A full description of this process may be obtained from the Educational Psychology Program Office. The first step is to develop the dissertation topic in consultation with a faculty member who will serve as the chair of the Dissertation Committee. This Dissertation Committee consists of three members; the chair, and two other faculty, at least one of whom must be a member of the Educational Psychology Program. The completed topic description and the proposed committee members are then submitted to the Executive Committee for approval.

**Dissertation Proposal.** When a student has prepared a dissertation proposal, in which the theoretical rationale, the design, and the justification for the study are explicitly

stated, the proposal is presented, with the concurrence of the three members of the dissertation committee, to an ad hoc meeting of the Educational Psychology faculty and students at the Dissertation Seminar. Copies of the proposal must be distributed to faculty and students of the program through the program office no later than two weeks prior to the seminar date.

The Dissertation Seminar will be chaired by the student's dissertation committee chair. Following the presentation seminar, the dissertation committee and faculty will meet to judge the proposal, and the faculty will vote whether to accept with or without changes, or to reject the proposal. If the proposal is rejected by the faculty, the following appeal procedure is followed:

If a student fails (receives a rating of 4) the presentation of the dissertation proposal and wishes to appeal the decision:

- a. The Executive Officer will seek the recommendation of the student's dissertation committee. If the sponsor and one other member agree to support the appeal, the Executive Officer will forward the proposal to three scholars in the appropriate academic area. These scholars will be eminent in their field and cannot be personal acquaintances of either the student or the committee members. The Executive Officer will select these readers after consulting with the sponsor, as well as with a faculty member who voted to disapprove the dissertation proposal.
- b. A form will be sent with the proposal that lists criteria to be considered when evaluating the document.
- c. These readers will be financially compensated for their services by the Graduate School.
- d. The recommendations of the readers will be presented to the faculty members of the Executive Committee during the Executive Session; that body will render the final decision on the appeal.

**Oral Defense of the Dissertation.** When the dissertation study is complete and the final draft of the document is approved by the three members of the dissertation committee, the oral defense may be scheduled. The Executive Officer will, in consultation with the dissertation committee, appoint two outside readers. An outside reader is a qualified scholar who did not serve on the committee. The outside readers are given three weeks to prepare their reactions to the dissertation, which are then discussed at the oral defense. The student's oral defense takes place before the sponsoring committee and outside readers. A student must submit the completed dissertation to the Graduate School by the end of April in order to graduate in June.

## **Administrative Policies and Procedures**

**Registration.** Registration materials are mailed to students prior to the start of each semester. Students who do not receive their registration materials for the new semester before the end of the previous semester are responsible for notifying the Registrar and the program office that they have not received their materials. Students must obtain prior approval from their advisor before registering for courses each semester. Students must notify their advisor prior to any intended change in their course load during a semester. Students continue to register each semester, even after coursework is completed, until they graduate.

Students are classified for registration and tuition purposes according to three levels defined as follows:

- (a) **First Level:** First 45 credits of graduate work, fully earned and evaluated, which may include approved advanced standing transfer credits.
- (b) **Second Level:** From the semester following completion of 45 credits, fully earned and evaluated, to advancement to candidacy (completion of required course work, completion of second examinations, approval of dissertation topic.)
- (c) **Third Level:** From the semester following advancement to candidacy. The grade of incomplete is not counted in determining advancement to Levels II and III.

Students may register as Level III "Maintaining Matriculation" status only when advanced to candidacy. After advancing to candidacy, students register for EPSY 90000 each semester until finishing the dissertation.

**Full-Time Status.** Students admitted without a school psychology certificate are enrolled on a full-time basis from the beginning of their tenure in the program. Full-time status is defined as taking any combination of credits or weighted instructional units totaling 12 or more.

Students admitted with a certificate may attend the program on a full-time or part-time basis. Full-time status is defined as taking any combination of credits or weighted instructional units totaling 12 or more. Part-time status is defined as any combination of credits and weighted instructional units totaling less than seven.

**Auditing Policy.** It is the instructor's prerogative to allow auditors in a course; permission to audit must be secured during the registration period from the instructor. Auditing a course is defined as attending all classes as well as completing all class readings and assignments. Individual instructors may add additional requirements.

Course auditing will not be routinely approved while students are completing their coursework and when they are advanced to candidacy.

**Incompletes.** A student who finds it necessary to take an Incomplete for coursework must obtain prior approval from the course instructor. The student is to inform the

instructor in writing of a date for completion of course requirements mutually agreed upon by the student and the instructor. It is the student's responsibility to inform the advisor of any pending Incompletes. Students are not permitted to request or carry more than two Incompletes at any time during their matriculation. Students should be aware of the Graduate School policy that Incompletes must be resolved within the next two semesters after the course is taken; after that time the Incomplete is permanent. An Incomplete carried beyond one semester is counted as part of the student's course load the next semester and may also result in the student being placed on Probation.

**Faculty Review of Student's Progress.** At the end of the Fall and the Spring semesters the faculty meets for the purpose of reviewing all students' progress in the specialization. Following each review, each student receives a written notification of the faculty's assessment of progress. Two general categories are used to report student progress: Satisfactory indicates that the student has met requirements on schedule and has maintained an approved level of performance (i.e., at least a B average). Unsatisfactory means that a student has not maintained satisfactory progress, through having one or more Incompletes carried beyond a semester, or by failing to maintain an acceptable grade-point average of 3.0, or by not passing First or Second Examinations in a timely fashion, or by not making satisfactory progress with respect to dissertation research. Students given an unsatisfactory rating may be placed on Probation. Students placed on probation, will be required to satisfy all deficiencies within a given time period. Failure to do so may result in the loss of matriculation status.

**Course Changes.** A student wishing to withdraw from a course without penalty must do so before approximately the end of the third week of the semester (see current [Announcement of Courses](#) for exact date). Similarly, course changes must be effected within the same time. Both course withdrawal and course changes need the approval of the Executive Officer.

**Leaves of Absence.** A student may petition in writing to the Executive Committee for a leave of absence. Typically, requests for leaves of absence will be granted for up to two (2) semesters. In exceptional cases, the student may be granted a maximum of four (4) semesters of leave during his/her entire period of matriculation. This period of authorized leave is not included within the time limit for completion of degree requirements. A student should request the leave during the semester preceding the anticipated leave. Students have until the day before the semester begins to submit the request if the leave is requested for the current semester.

**Advancement to Candidacy.** The student is Advanced to Candidacy when all coursework is completed, the second examinations have been passed, and the dissertation topic has been approved by the Executive Committee. Upon advancement to candidacy, a student is eligible to apply for the Master of Philosophy Degree. A notice of advancement, along with an application for degree form for the Master of Philosophy degree will be forwarded to you by the Registrar. If you do not receive this application form, contact the Registrar directly at 817-7500. A student is also eligible for

an en route master's degree in Psychology upon completion of a minimum of 45 doctoral credits and the completion and approval of a (thesis) paper. The paper must be the equivalent of an M.A. thesis, as supervised by the student's advisor and as approved by the Executive Officer. The en route M.A. is awarded by one of the CUNY Senior Colleges (e.g., City College or Hunter College). The student must file an application with the program office.

**Time Extensions.** In accordance with Graduate School regulations students have eight years to complete requirements for their degrees, or seven years if 30 or more transfer credits have been accepted for the student's program. Students who desire time extensions after the eight years are granted them for exceptional circumstances, and then only if the student has already had the dissertation proposal approved by the Educational Psychology faculty at the Dissertation Seminar.

**Attrition.** Since academic year 1999-2000, of 75 students who enrolled, 14 (19%) students have withdrawn from the Specialization in School Psychology. Various reasons account for why students withdrew including health problems, transfer to another subspecialty within Educational Psychology, and personal reasons such as they took fulltime jobs as school psychologist, married, had children etc.

**Student Representation.** Students are represented by delegates to various committees of the Educational Psychology Program as well as to committees at the Graduate School level. Two program delegates attend the monthly Educational Psychology Executive Committee meeting; they are elected in September for that calendar year. Two school psychology students also serve on the School Psychology Self-Assessment and Quality Enhancement Committee. The Doctoral Student's Council (DSC) and the Graduate Council are University-level organizations that represent students' interests. The names of student delegates to these groups are available from the program office. Students having procedural or technical concerns about Program/University matters should contact the appropriate delegate(s).

**Appeals.** The School Psychology Specialization follows the Graduate School regulations for disputes and appeals concerning grades and program procedures, as outlined in the Graduate School Student Handbook, Appeal Policies and Procedures. Students wishing to initiate an appeal should first inform the Executive Officer of such in writing and/or in person.

**Ethical Compliance.** Students in the School Psychological Specialization are expected to comply with the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct. Violation of the APA Ethical code may result in dismissal from the specialization.

### **Application and Procedures**

**Admission Requirements.** Applicants for admission to the Graduate School-Queens College School Psychology Specialization will be required to meet the general requirements for matriculation for the Ph.D. degree in Educational Psychology.

Individuals may apply to the program with a Bachelor's degree, a Master's degree in a field other than school psychology, or a Master's degree and certification in the area of school psychology from an accredited college or university. All candidates for matriculation are expected to have completed a course in each of the following nine areas of Psychology and Education within the last ten years: General Psychology, Statistics in Psychology and Education, Psychological Testing, Experimental Psychology, Abnormal Psychology, Physiological Psychology, Principles and Problems of Education, Developmental Psychology, and Curriculum and Methods of Teaching Reading.

**Admission Procedures.** Applicants should request an application packet from:

Admissions Office  
Graduate Center  
City University of New York  
365 Fifth Avenue  
New York, NY 10016

In addition to admission materials provided by the admission office, non-certified school psychology students must also complete the Supplemental School Psychology Application located in Appendix I.

Applicants are admitted once a year in the Fall of the academic year. The deadline for application to the School Psychology Specialization is February 15. The application and all supporting materials must be received by the Graduate Center no later than February 15.

All application material should be addressed to the Admissions Office as listed earlier. Telephone inquiries may be made by calling Ms. Rhonda Palant, Assistant Program Officer of the Ph.D. Program in Educational Psychology, at (212) 817-8285.

Admission to the Graduate School-Queens College School Psychology Specialization is made on a competitive, non-discriminatory basis, without regard to sex, race, or handicap.

**Selection Process and Notification.** When all the required materials are received by the Admissions Office, the applicant's file is reviewed by a committee of faculty of the Integrated Graduate School-Queens College School Psychology Specialization. Qualified applicants will be interviewed. Accepted School Psychology applicants will receive two letters of acceptance:

1. A letter from the Director of Admissions of The Graduate School indicating acceptance into the Ph.D. Program in Educational Psychology.
2. A letter from the Executive Officer of the Ph.D. Program in Educational Psychology specifying acceptance into the Graduate School-Queens College School Psychology Specialization. This letter will indicate if any required prerequisite courses are to be taken and the date required for completion of the courses.

**Transfer Credits.** The transfer of credits from other institutions and programs must be consistent with the defined goals of the specialization in Educational Psychology, and should be limited to courses of the same type and quality as would be taken in the Educational Psychology Doctoral Program at the City University, had the student not taken the course elsewhere.

Transfer credits will be awarded by the student's advisor with the consent of the Executive Officer. The request for transfer credits must be initiated by the student. When requesting transfer credits, a student must present in writing to the advisor: the names, course numbers, grades, and institutions where the credits were earned, as well as a course description and transcript showing that the credits have been earned. The student may apply to her/his advisor at the end of the first semester for processing of transfer credits. Requests for advanced standing for more than nine credits must be approved by the Executive Committee.

### Costs of Attendance and Financial Assistance

During academic year 2007-2008, all first year students are in-state students, thus their tuition and fees are indicated in the following table. Of the 7 first year students, all but two—both who entered with a completed Master's degree--received financial assistance to attend.

Individual	Tuition/semester	Fees/semester	Award Amount	Type of Award	In-state student	Has Master's
Student 1	\$2860/semester	\$41.60--activity \$75.00— technology	\$18,000/year	Fellowship	yes	no
Student 2	\$2860/semester	\$41.60--activity \$75.00— technology	\$18,000/year	Teaching Fellowship	yes	no
Student 3	\$2860/semester	\$41.60--activity \$75.00— technology	\$18,000/year	Teaching Fellowship	yes	no
Student 4	\$2860/semester	\$41.60--activity \$75.00— technology	\$5,000/year	Grant	yes	no
Student 5	\$2860/semester	\$41.60--activity \$75.00— technology	\$5,000/year	Grant	yes	no
Student 6	\$2860/semester or \$325/per credit if parttime	\$41.60--activity \$75.00— technology	No Financial Aid		yes	yes
Student 7	\$2860/semester or \$325/per credit if parttime	\$41.60--activity \$75.00— technology	No Financial Aid		yes	yes

Cost of attendance changes based on the student's "Level". Level is determined by the number of graduate credits completed and accomplishments, for example, successful completion of various comprehensive examinations and acceptance of a student's dissertation proposal. Tuition for fulltime in-state students for Levels 1, 2, and 3 per semester are \$2,860, \$1793, \$710 respectively. Student activity and technology fees are paid every semester.

Several sources of financial aid are available to full-time students in the School Psychology Specialization. Awards are made on the basis of merit and need. As such, not all entering students can be guaranteed financial assistance and applicants are advised to plan on self-support. Financial assistance is available through University Fellowships, Graduate Assistantships, and College Work Study Research Assistantships. Employment on educational research and demonstration projects is also available. Doctoral students are assisted in securing funded positions for their internship year. To date, all internship placements have been funded.

Special awards are available to minority group students. The MAGNET Program (Minority Access/Graduate Networking) fellowship awards include doctoral study, dissertation, and post-doctoral awards. Students interested in the MAGNET Program should call the Office of Student Services at 212-817-7420.

Financial aid information is available from the Office of Financial Aid at 212-817-7460. *Students interested in financial aid should file the general Application for Assistance by the February 1<sup>st</sup> deadline.*

**Statement of Nondiscrimination.** The Graduate School is an equal opportunity and affirmative action institution and does not discriminate on the basis of age, gender, sexual orientation, alienage, or citizenship, religion, race, color, national or ethnic origin, disability, veteran status, or marital status in its student admissions, employment, access to programs, and administration of educational policies. Ms. Edith Rivera-Cancel is the Affirmative Action Officer of the Graduate School. Her office is located in Room 7301.05; Telephone: 817-7410.

**Services for Students with Disabilities.** It is the policy of the program and the Graduate School to make appropriate academic accommodations needed by students with disabilities. The Graduate Center is a barrier-free building. Adaptive equipment and computer software are available at the Graduate Center for the use of students with visual and hearing impairments. The Graduate School provides readers, sign-language interpreters, notetakers, scribes, and other auxiliary services as needed. Contact Ms. Sharon Lerner in the Office of Student Affairs for additional information about these and other facilities and services available to students with disabilities (Room 7301.02) or at 212-817-7413.

**Appendix A**  
Faculty Publications (since 2000)

**Core Program Faculty**

**Kopala, Mary.**

- Keitel, M.A., & Kopala, M. (2000). *Counseling women with Breast Cancer*. Thousand Oaks, CA: Sage Publications.
- Kopala, M. (2000). Social and emotional characteristics of gifted culturally diverse children. In G. B. Esquivel & J. C. Houtz (Eds.), *Creativity and giftedness in culturally diverse students: Identification and educational interventions*.
- Kopala, M. (2001). A helping hand for newcomers to ethnography. Review of Scott Grills (Ed.) *Doing ethnographic research: Fieldwork settings*. *Contemporary Psychology: APA Review of Books* (pp.98-100).
- Fite, J. & Kopala, M. (2003). Chronic Fatigue Syndrome, Fibromyalgia, Multiple Sclerosis, and Lupus: Meeting the challenges. In M. Kopala & M. A. Keitel (Eds.), *Handbook of counseling women*. Thousand Oaks, CA: Sage Publications.
- Keitel, M.A., Kopala, M., & Potere, J.C. (2003). Helping women negotiate the Cancer experience. In M. Kopala & M. A. Keitel (Eds.), *Handbook of counseling women*. Thousand Oaks, CA: Sage Publications.
- Keitel, M., Kopala, M., & Schroeder, M. (2003). Counseling gifted and creative individuals. In J. Houtz (Ed.) *The educational psychology of creativity*. Cresskill, NJ: Hampton Press.
- Kopala, M. & Keitel, M.A. (Eds.) (2003). *Handbook of counseling women*, Thousand Oaks, CA: Sage Publications.
- Kopala, M. (2006). Parenting Practices Across Families of Color. In Y. Jackson, Ed. *Encyclopedia of Multicultural Psychology*. Thousand Oaks, CA: Sage Publications

**Fish, Marian C.**

- Fish, M. C. (2000). Children with special needs in nontraditional families. In M. J. Fine & R. L. Simpson (Eds.). *Collaboration with parents and families of children and youth with exceptionalities* (2nd ed.)(pp. 49-68). Austin, TX: Pro-Ed.
- Fish, M. C., & Dane, E. (2000). The Classroom Systems Observation Scale: Development of an instrument to assess classrooms using a systems perspective. *Learning Environments Research*, 3, 67-92.
- Fagan, T.K., & Fish, M.C. (2001). In Memoriam Mary Alice White, *The School Psychologist*, 55, 103-107.
- Fagan, T.K., & Fish, M.C. (2002). Mary Alice White (1920-2000). *American Psychologist*, 57, 60.
- Fish, M.C. (2002) Best practices in collaborating with parents of children with disabilities. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology-IV*. Washington, D.C.: National Association of School Psychologists.
- Jeltova, I., & Fish, M.C. (2003). Schools and Families: Creating essential connections for learning. Book review. *Journal of Educational and Psychological Consultation*.

- Fish, M.C. (in progress). Children from nontraditional families. In *Helping children at home and school: Handouts from your school psychologist*. Washington, D.C.: National Association of School Psychologists.
- White, M.A., Fish, M.C., & Fisherkeller, J. (submitted for publication). *Smart girls, smart choices: The women's guide to selecting a college*.
- O'Connor, E. A., Fish, M.C., & Yasik, A. E. (2004). The influence of teacher experience on the elementary classroom system: An observational study. *Journal of Classroom Interaction, 39*, 11-18.
- Fish, M.C. (2004). Nontraditional families: Information for educators. In A.S. Canter, L.Z Paige, M.D. Roth, I. Romero, & S.A. Carroll (Eds.). *Helping children at home and school: Handouts from your school psychologist*. (pp. S7:61-63) Washington, D.C.: National Association of School Psychologists.
- Fish, M.C. (2004). Parenting children with disabilities. . In A.S. Canter, L.Z Paige, M.D. Roth, I. Romero, & S.A. Carroll (Eds.). *Helping children at home and school: Handouts from your school psychologist*. (pp. S8:139-141) Washington, D.C.: National Association of School Psychologists.
- Jeltova, I. & Fish, M.C. (2005). Creating school environments responsive to gay and lesbian parents: Traditional & systemic approaches for consultation. *Journal of Educational and Psychological Consultation. Special issue: Helping non-mainstream families achieve equity in the public schools. 16*, 17-33.
- Jeltova, I., Fish, M.C., & Revenson, T.A. (2005) Risky sexual behaviors in immigrant adolescent girls from the former Soviet Union: Role of natal and host culture. *Journal of School Psychology, 43*, 3-22.
- Kilian, J.M., Fish, M.C., & Maniago, E.B. (2006). Making schools safe: A system-Wide school intervention to increase student prosocial behaviors and Enhance school climate. *Journal of Applied School Psychology, 23*. 1-30.

#### **Jeltova, Ida.**

- Jeltova, I. & Fish, M.C. (2002). Book review. Christenson, S.L. & Sheridan, S.M. Schools and Families: Creating essential connections for learning. *Journal of Educational and Psychological Consultation 13:3*, 271-275.
- Jeltova, I. (2004). Book review. Psychological tools for Educators and Psychologists. A. Kozulin, B. Gindis, V. S. Ageyev, & S. M. Miller (Eds.) Vygotsky's Educational Theory in Cultural Context. *Journal of Educational and Cognitive Psychology, 3:3*, 351-356.
- Revenson, T. A. & Jeltova, I. (2004). Women's health. In A. J. Christensen, R. Martin, & J. M. Smyth (Eds.), *Encyclopedia of Health Psychology*. New York, NY: Kluwer.
- Jeltova, I. & Fish, M.C. (2005). Creating school environments responsive to gay and lesbian parents: Challenges in consultation. *Journal of Educational and Psychological Consultation*.
- Jeltova, I., Fish, M.C., & Revenson, T.A. (2005). Acculturation and Risky

Sexual Behavior in Immigrant Adolescent Girls from the Former Soviet Union. *Journal of School Psychology, 43*, 3-22.

- Jeltova, I. & Grigorenko, E. L. (2005). Systemic approaches to giftedness: Contributions of Russian Psychology. In R. J. Sternberg & J. Davidson (Eds.), *Conceptions of Giftedness*. UK: Cambridge University Press.
- Jeltova, I. & Gatanov, Yu. (2005). Families-schools-communities partnerships in Russia: Traditions and innovations. In D. B. Hiatt-Michael (Ed.), *Family-School-Community Partnership: Promising practices for family involvement across continents*. Greenwich, CT: Information Age Publishing.
- Jeltova, Lukin, K., & I. Grigorenko, E.L. (2007). We Can Still Do This, or Can We? The Russian System of Educating and Promoting Talent in Math and Science In Kurt A. Heller (Ed.). *Identifying and Nurturing the Gifted: International perspectives*.
- Jeltova, A. Birney, D., Fredine, N., Sternberg, R. J. & Grigorenko, E.L. (2007). Dynamic assessment as a process-oriented assessment in educational settings. *Advances in Speech-Language Pathology, 9:4*, 45-58.
- Sternberg, R. J., Grigorenko, E. L., Birney, D. P., Fredine, N., Jarvin, L., & Jeltova, I. (2007). *Dynamic instruction for and assessment of developing expertise in four ethnic groups* (RM07226). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.

#### **Goh, David.**

- Gries, L. T., Goh, D. S., Andrews, M. B., Gibert, J., Praver, F., & Stelzer-Naierman, D. (2000). Positive reaction to disclosure and recovery from child sexual abuse. *Journal of Child Sexual Abuse, 9*, 29-51.
- Goh, D. S., & Yu, J. Y. (2001). Translation and empirical validation of the Chinese form of the Strong Interest Inventory. *Applied psychology: An international review, 50*, 252-268.
- Leong, F. T., Hartung, P. J., Goh, D. S., & Gaylor, M. (2001). Appraising birth order in career assessment: Linkages to Holland's and Super's models. *Journal of Career Assessment, 9(1)*, 25-39.
- Goh, D. S. (2001). *Psychological testing and assessment* (3rd ed.). Taipei: Laureate.
- Chen, S., Boyd, E., Goh, D. S. (in press). Factors affecting the transition from high school to college of disadvantaged and underprepared Chinese ESL students. *College ESL*.
- Goh, D. S. (in press). *Assessment accommodations for diverse learners*. Boston, MA: Allyn & Bacon.
- Goh, D. S., & Gardner, H. (in press). Educational achievement and culture. *Encyclopedia of Applied Psychology*.
- Goh, D. S., Lee, J. A., Yu, J. Y. (in press). Factor structure of the Strong Interest Inventory in a Chinese high school sample. *Journal of Psychology*.

#### **Lopez, Emilia.**

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- Zimmerman, B. J., & Kitsantas, A. (2002). Acquiring writing revision and self-regulatory skill through observation and emulation. *Journal of Educational Psychology, 94*, 660-668.
- Zimmerman, B. J., & Schunk, D. H. (2002). Albert Bandura: The man and his contributions to educational psychology. In B. J. Zimmerman & Dale H. Schunk (Eds.), *Educational psychology: A century of contributions* (pp. 431-457). Mahwah, NJ: Lawrence Erlbaum.
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- Zimmerman, B. J., & Campillo, M. (2003). Motivating self-regulated problem solvers. In J. E. Davidson & R. J. Sternberg (Eds.), *The nature of problem solving* (pp. 233-262). New York: Cambridge University Press.
- Schunk, D. H., & Zimmerman, B. J. (in press). Self-regulation and learning. In W. M. Reynolds, and G. E. Miller (Eds.), *Comprehensive handbook of psychology. Volume 7: Educational Psychology*. New York: Wiley.
- Zimmerman, B. J., & Kitsantas, A. (in press). Student characteristics. In A. E. Kazdin (Ed.), *Encyclopedia of psychology*. New York: Oxford University Press.

Zimmerman, B. J., & Schunk, D. H. (in press). Self-regulating process and outcomes: A social cognitive perspective. In D. Y. Dai & R. J. Sternberg (Eds.) *Motivation, emotion, and cognition: Perspectives on intellectual development and functioning*. Mahwah, NJ: Lawrence Erlbaum.

### **Contributors to the Program**

#### **Flugman, Bert.**

Tittle, C. K., Pape, S. J., & Flugman, B. (2000). Using evaluation to foster NYCETP goals: Case studies and inter-campus collaboration. *Journal of Mathematics and Science*, 3 (1), 107-115.

#### **Nahari, Sara.**

Esquivel, G. B. & Nahari, S. G. (2000). Creativity and giftedness in culturally diverse students: A historical perspective. In G. B. Esquivel & J. C. Houtz (Eds.). *Creativity and giftedness in culturally diverse students* (pp. 29-47). Creskill, NJ: Hampton Press.

**Appendix B****Dissertation Topics of School Psychology Graduates since 2000**

- Dalal, S. (2007). Disruptive behavior disorders and emotional intelligence: A correlational study
- Livanis, A. (2007). The reliability and validity of the adolescent nervios scale
- Vinski, E. (2007). Academic dishonesty and cognitive dissonance
- Paker, M. (2006). Relationship between parental physical discipline and child externalizing problems in the Caribbean subculture in New York City
- Mitchell, P. (2005). A comparative analysis of the social skills of New York City preschool children following September 11, 2001.
- Oakes, R. (2005). Measuring dropout from therapy using the Barriers to Treatment Participation Scale.
- Tobin, S. (2005). Assessing a self-regulation training system and its transfer to out of school contexts.
- Winograd, G. (2005). Predictors of counseling expectations among students in an opportunity program.
- Kopstein, I. (2004). Validity of objective measures of inattention, impulsive responding, and hyperactivity in a sample of second and third grade students.
- Resko, J. (2004). Self-reported depression and anxiety in youth with and without PTSD as a function of stressor type.
- Resnick, M. (2003). The role of delay of gratification and self-regulation in preschoolers' social, cognitive, and coping competence.
- Rolih, J. (2003). School based consultation and assessment: Communicational patterns and educational implications.
- Soffer, A. (2003). School based social skills training to reduce children's depressive symptomatology.
- Chapman, R. (2002). Parenting characteristics in predicting adolescent smoking and drinking expectancies and intentions.
- Jeltova, I. (2002). Acculturation and risky health behaviors in immigrant adolescent girls from the former Soviet Union.

- Kalinsky, R. (2002). The effect of social support on vocational rehabilitation outcome for individuals with disabilities.
- Berkson, N. (2001). The role of interpersonal processes in facilitating school consultation.
- Cleary, T. (2001). Training novice athletes to self-regulate during motoric practice.
- Fallon, E. (2001). The effects of different incentive conditions on the WISC-III performance of conduct disorder adolescents.
- Honcharski, E. (2001). Degree of congruence between family and classroom functioning and its relationship to academic performance.
- Malow-Iroff, M. (2001). The influence of siblings and close friends on early adolescent cigarette and alcohol expectancies.
- Palmer, V. (2001). A psychometric study of the Preschool Behavior Checklist with developmentally delayed preschool children.
- Sanders, S. (2001). Social support and parenting cognitions in adolescent mothers.
- Sgandurra, C. (2001). The relationship between family functioning and sibling adjustment in families with a child with a developmental disability.
- Skoulos, V. (2001). Social skills in special education adolescent students with Oppositional Defiant Disorder.
- Wasserman, K. (2001). Psychological and developmental differences between students who withdraw from college for personal-psychological reasons and continuing students.
- Berger, D. (2000). The effects of time of day of task presentation and individual differences in self-reported optimal time periods on the memory of adolescents enrolled in an early starting time high school.
- Guglielmo, H. (2000). Social skills training in an integrated preschool program.
- Howard, K. (2000). The relationship of depressive symptoms, IQ, ability-achievement discrepancy, and classroom placement in learning disabled adolescents.
- LaFemina, J. (2000). Teaching students to regulate their emotions and writing performance through relaxation/thought replacement and learning strategy use.

Shaw, R. (2000). The relationship of academic performance to depression and perceived home environment among gifted high school students.

**Appendix C**  
**Fieldwork in School Psychology & Practicum in Assessment**  
 QUEENS COLLEGE  
 OF THE CITY UNIVERSITY OF NEW YORK

Ph.D. Specialization in School Psychology  
 Fall 2007/Spring 2008

ECPSP766  
 Fieldwork in School Psychology &  
 ECPSP 777  
 Practicum in School Psychology

**Overall Objective:**

During the third year of their doctoral studies, students in the Graduate Center/Queens College School Psychology Specialization do a yearlong externship. In keeping with the School Psychology Specializations' scientist-practitioner model, this course provides the students with field-based opportunities to learn about the ecology of schools and to begin to function professionally with real clients and problems.

EXTERNSHIP GUIDE FOR DOCTORAL STUDENTS

During the third year of their doctoral studies, students in the Graduate Center/Queens College School Psychology Specialization do a yearlong externship. The purpose is for them to learn about the ecology of schools and to give them a chance to begin to function professionally with real clients and problems. For most students this is the first opportunity they will have to see a school psychologist in action.

They spend two days a week in the school during the fall semester and one day a week during the spring semester. They start a one-day-a-week schedule at the beginning of January. Externs follow the calendar at their placement and go to their placements during January; they continue until the end of the spring college semester at their placement.

Fall Semester

At the beginning, externs will benefit greatly from being allowed to accompany supervisors during daily activities. During the course of the year, it is expected that they will observe their supervisor interviewing parents, teachers, and students; testing; sharing results with relevant persons; and consulting. They will also benefit from attending staff meetings, from observing both special and regular education classrooms and learning about the school culture and organization.

Students will be able to provide school psychological services, under supervision, rather quickly. In addition to course work in research and statistics, students have already had courses in educational psychology, developmental psychopathology, ethical and professional issues, behavioral techniques, cognitive development, human development, exceptionality, motivation, counseling, and multicultural issues. They also have had two practica in cognitive assessment and one practica in personality assessment. During their externship they will be doing additional course work in assessment, counseling, and consultation.

All students are required to follow NASP/APA ethical guidelines.

### Spring Semester

The second semester of externship is expected to provide students with an opportunity to handle an assessment case, a consultation case, and an on-going counseling case as part of their practica in school psychology.

An **assessment case** may involve prereferral assistance or the reevaluation of a special education youngster or an initial evaluation for special education consideration. In order to prepare students to use a multi-method assessment approach in finding ways to help children, students will need to have opportunity to:

- Review records (educational records, evaluations leading to identification, Individual Educational Plans)
- Become acquainted with relevant school personnel
- Interview teacher(s) about current functioning
- Review teacher records (e.g., test grades, progress notes) and student work samples
- Observe student in classroom on two occasions
- Interview caretaker about current functioning, if supervisor feels this is appropriate
- Interview student
- Gather whatever data is necessary to answer referral question and evaluate student's academic progress. They may include testing but need not if it is not relevant
- Communicate results via report and orally to relevant persons
- Participate in team meeting, if one is held.

The student will prepare a report following guidelines provided by the field supervisor and rewrite following supervision.

In our consultation course, **consultation** is defined as a problem-solving process in which a consultant (i.e., school psychologist) and a consultee (i.e. teacher) work together to solve a problem for a particular child or group of children. As part of the course, each practicum student will need to:

- Meet with the consultee to identify the consultation referral problem(s)
- Design a detailed assessment plan to answer the consultation questions with emphasis on the use of informal assessment measures
- Collect informal assessment data with the consultee (e.g., examine student records, observe classroom, assess student individually)
- Implement an intervention plan with the consultee
- Evaluate the effectiveness of the intervention with the consultee.

The student will be required to write a series of papers to describe the progress of their consultation case. Your assistance in helping the student choose a consultation case will be invaluable. Students learn most easily from working with a consultee who needs and wants help and has time to work with them. A teacher with whom you already have a good working relationship might be best. A case that involves a simple and straightforward problem that can be managed within the semester is preferable. It is also helpful if the case involves an individual youngster, that the youngster has supportive parents.

Students also need to see a youngster for ongoing **counseling**. They need to see different youngsters for their assessment, counseling and consultation cases. Our students have been taught to use a short-term, problem-solving model. They also have done several play sessions with young children, in which they practiced active, reflective listening, using play as the language of communication. They need your help in choosing a case that is not too complex. They will learn most easily from a case where there is some hope of progress within the short time they have available, a case with specific problem and clear goals. This may be your chance to offer service to a child who, though not mandated for treatment, might profit from it.

### Supervision

#### **Qualifications of Field Supervisors**

Supervision is to be provided in school settings by a certified school psychologist. It is recommended that supervisors have a minimum of four years of experience. It is also recommended that the supervisor be employed in the district, preferably full-time, and have at least one year of prior experience at the employing agency. Qualifications for supervisors also include commitment to continuing professional development. Among the measures that demonstrate such commitment are engaging in ongoing supervision with a supervisor, engaging in peer review activities, attending workshops and conferences, reading and/or contributing to the professional literature, participating in formal Continuing Professional Development programs, and actively participating in professional organizations. All supervisors are expected to follow APA/NASP ethical guidelines.

## **Responsibilities of Field and University Supervisors**

Field supervisors are responsible for supervising the student in his/her service delivery to clients and ensuring that clients' needs are effectively met in a manner consistent with legal and ethical considerations. All student activities should be closely supervised. A minimum of one hour a week of direct supervision should be provided. It is suggested that this be in the form of regularly scheduled sessions. When field supervisors are not at work, it is expected that they will designate someone onsite to be a contact person for the student. If the field supervisor knows he/she will be out for more than a week, the field supervisor is expected to contact the university so that we can jointly plan the student's experience.

Field supervisors will be asked to provide two written evaluations yearly (in December and May). Rating scales will be provided for this purpose. These evaluations should be shared with, and signed by, supervisees before submitting them. In addition, supervisors are expected to provide students with ongoing feedback concerning the strengths and weaknesses of their performance and ways to improve. Problems in evaluation can be minimized if students and college supervisors are made aware of potential areas of concern well before formal evaluations.

Field supervisors will also be asked to sign time sheets for their externs in December and at the end of the spring semester. Please initial time sheets at the end of each month.

A Queen College faculty supervisor will be assigned to each student for the fall semester. University supervisors are responsible for collaborating with field supervisors to plan an individualized activity schedule for the student, assess the student's progress, assess the effectiveness of the externship program, and to work out problems that may arise. In addition to maintaining phone contact, the university supervisor will visit the field site at the beginning of the academic year to meet with the supervisor and the student to plan an individualized activity schedule. University supervisors also hold regularly scheduled group meetings with students at the college and are available on an as-needed basis should problems arise.

During the spring semester, the instructor of the practicum in school psychology will take over university supervision of students and liaison with field supervisors.

## Appendix D

### Advanced Practicum in School Psychology I CUNY Graduate School and University Center

Fall 2007  
EPSY 82001

Professor Tryon

#### Course Description

This course is a three-credit practicum in a school or school-related setting. The course is designed to prepare students for their internship experience by providing them with supervised experience in classroom management using either operant or cognitive-behavioral procedures to enhance the functioning children and/or adolescents. Students will also gain experience in the range of services provided by school psychologists. Students will receive on-site supervision by a certified school psychologist for one hour per week. Students will meet with the University instructor on a bi-weekly basis for supervisory and instructional purposes. Grading will be on a Pass/Fail basis.

#### Course Goals

1. Conduct behavioral and cognitive-behavioral assessments and implement appropriate interventions for troubled students. Students are expected to closely follow the Problem-Solving Model as presented in Best Practices.
2. Develop knowledge of the range of services provided by school psychologists.
3. Develop skills in assessment of students.
4. Gain knowledge of ethical and professional conduct.
5. Gain experience of how IDEA is implemented.

#### Requirements

1. Students will participate in activities including assessment, consultation, and intervention planning/development one day a week for a fifteen-week semester. Students will be required to conduct a case study whereby they operationalize target behaviors, identify effective behavioral interventions, and implement these interventions to improve the behavioral or emotional functioning of children and/or adolescents. Students will make a presentation to fellow practicum students towards the end of the semester on their case study. The intervention study must utilize single-case methodology, such as plotting data points and establishing baseline/treatment phases.
2. Students **will not** receive a passing grade unless they complete a minimum of fifteen practicum days.

3. Students will meet biweekly for two hours with the Graduate Center supervisor for supervision and discussion of readings. All students are expected to discuss their fieldwork experiences and to provide feedback to their colleagues.
4. Students will be encouraged to submit written examples of their work for additional feedback and guidance.
5. Students will receive on-site supervision for one hour a week at the field placement.
6. Students will maintain a log summarizing their activities and experiences at their field placement. The content of the logs should reflect the "Tasks to Be Accomplished" that are delineated in each Topic plan. In addition, the logs must be reviewed, approved, and signed by the field supervisor before being presented to and signed by the Graduate Center supervisor.
7. Prior to beginning fieldwork, students will purchase at least \$500,000 worth of malpractice insurance. Students will present documentation of purchase of malpractice insurance to the instructor at the first class meeting.

### Required Readings

- American Psychological Association. (2002). Ethical principals of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.
- Sattler, J.M. (2002). *Assessment of children: Behavioral and Clinical Applications* (4<sup>th</sup> ed., pp. 83-119, 227-244). San Diego: Jerome M. Sattler, Publisher, Inc.
- Thomas, A., & Grimes, J. (1995). *Best practices in school psychology – III* (pp. 519-537, 597-607, 667-678, 651-660, 865-877). Washington, DC: National Association of School Psychologists.

#### \*Additional readings delineated in lesson topics.

##### Topic One

#### Agenda

- Introduction and discussion of syllabus
- Overview of problem-solving model

#### Readings

- Thomas, A., & Grimes, J. (1995). *Best practices in school psychology - III* (pp. 519-537, 667-678). Washington, DC: National Association of School Psychologists.

#### Tasks to Be Accomplished at Practicum Site:

- Perform a system-based assessment (see handout)
- Identify potential classes/students that may benefit from behavior modification strategies

## Topic Two

### **Agenda**

- Discuss student experiences at practicum site
- Discuss Problem Identification phase of the Problem-Solving Model

### **Readings**

Thomas, A., & Grimes, J. (1995). *Best practices in school psychology - III* (pp. 651-660, 865-877). Washington, DC: National Association of School Psychologists.

Sattler, J.M. (2002). *Assessment of children: Behavioral and Clinical Applications* (4<sup>th</sup> ed., pp. 83-119). San Diego: Jerome M. Sattler, Publisher, Inc.

### **Tasks to Be Accomplished at Practicum Site:**

- Conduct three narrative recordings on different children (20 minutes each). Write up one of the observations.
- Identify a child who exhibits some negative behaviors. Explore one or more of these behaviors in greater depth by using self-reports, interviews, review of records etc.
- Operationally define one or more target behaviors. Use formal recording procedures to evaluate the frequency of these behaviors.

## Topic Three

### **Agenda**

- Discuss student experiences at practicum site
- Discuss Problem Analysis phase of the Problem-Solving Model
- Discuss single-participant methodology

### **Readings**

Morgan, D. L., & Morgan, R. K. (2001). Single-participant research design: Bringing science to managed care. *American Psychologist*, *56*, 119-127.

Sattler, J.M. (2002). *Assessment of children: Behavioral and Clinical Applications* (4<sup>th</sup> ed., pp. 227-244). San Diego: Jerome M. Sattler, Publisher, Inc.

Thomas, A., & Grimes, J. (1995). *Best practices in school psychology - III* (pp. 597-607). Washington, DC: National Association of School Psychologists.

### **Tasks to Be Accomplished at Practicum Site:**

- Perform a functional behavior analysis of the target behavior
- Establish a baseline of target behavior
- Begin Problem Analysis

## Topic Four

### **Agenda**

- Discuss student experiences at practicum site
- Discuss Intervention Implementation phase of the Problem-Solving Model

### **Readings (Suggested)**

Martin, G., & Pear, J. (1999). *Behavior modification: What it is and how to do it* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Spiegler, M.D., & Guevremont, D.C. (1993). *Contemporary Behavior Therapy* (2<sup>nd</sup> ed.) California: Brooks/Cole Publishing Company.

### **Tasks to Be Accomplished at Practicum Site:**

- Implement intervention strategies
- Monitor progress of strategies

## Topic Five

### **Agenda**

- Link case studies to problem-solving process
- Discuss Intervention Evaluation phase of the Problem-Solving Model

### **Tasks to Be Accomplished at Practicum Site:**

- Continue intervention program
- Make adjustments as necessary

## Appendix E

### Advanced Assessment Practicum in School Psychology II

#### CUNY Graduate School and University Center

Spring 2008  
EPSY 82002 Course

#### **Course Description:**

This course is a three-credit practicum in an elementary (grades 1 through 6) school setting. The course is designed to provide students with knowledge and application in the assessment, prevention, and remediation of academic skills problems for professionals who serve as consultants to classroom teachers. Students will gain a basic understanding of and competence in two forms of direct academic assessment: (1) curriculum-based assessment; and (2) curriculum based measurement.

A behavioral problem-solving approach will be used to: (1) assess the instructional environment, including understanding the child's current curriculum and previously implemented intervention strategies; (2) determine the student's placement in the curriculum of instruction; (3) design and implement modifications in the curriculum of instruction by using brief experimental analysis procedures; and (4) establish an intervention and progress monitoring plan.

Students will be required to conduct a comprehensive pre-referral behavioral assessment of academic skills for two students; one student with suspected reading problems and one student with suspected mathematics problems. Students will receive on-site supervision by a doctoral-level school psychologist for one hour per week. Students will meet with the University instructor on a bi-weekly basis for supervisory and instructional purposes. Grading will be on a Pass/Fail basis.

**Course Objectives and General Learning Outcomes:** As a consequence of successfully completing this course, students will be expected to demonstrate proficiency on the following course objectives and general learning outcomes:

6. To use a behavioral assessment of academic problems during the pre-referral process to make instructional decisions for individual students.
7. To assess the instructional environment through teacher interviews, rating scales, and classroom observations.
8. To administer curriculum-based assessments in reading and mathematics.
9. To generate reasons for academic difficulties and conduct a brief experimental analysis in reading and mathematics.
10. To determine a potentially effective instructional modification by using a brief experimental analysis.
11. To write annual IEP goals and objectives based on the assessment results.

12. To design an intervention plan and progress monitoring schedule.
13. To convey the assessment process in a comprehensive report.
14. To share the results of the assessment and proposed intervention procedures to the appropriate school professional.

### Requirements:

#### 1. General Practicum Responsibilities

- a. Students will participate in activities including assessment, consultation, and intervention planning/development one day a week for a fifteen-week semester. Students are expected to spend his or her time in the practicum setting performing the activities required for this course. If students have extra time during each visit then it is recommended that the optional assignment be conducted.
- b. Students **will not** receive a passing grade unless they complete a *minimum* of fifteen practicum days.
- c. Students will meet biweekly for two hours with the Graduate Center supervisor for supervision and discussion of readings. All students are expected to discuss their fieldwork experiences and to provide feedback to their colleagues.
- d. Students will be encouraged to submit written examples of their work for additional feedback and guidance.
- e. Students will receive on-site supervision for one hour a week at the field placement.
- f. Students will maintain a log summarizing their activities and experiences at their field placement. The content of the logs should reflect the "Tasks to Be Accomplished" that are delineated in each Topic plan. In addition, the logs must be reviewed, approved, and signed by the field supervisor before being presented to and signed by the Graduate Center supervisor.
- g. Prior to beginning fieldwork, students will purchase at least \$500,000 worth of malpractice insurance. Students will present documentation of purchase of malpractice insurance to the instructor at the first class meeting.
- h. Sample timeline of course requirements:

Time of Day	Activity: Observations & CBA-Reading
9:30 – 9:45	Conduct 15 min observation Student #1 in reading class
10 – 10:15	Conduct 15 min observation Student #1 in art class
10:30 – 10:45	Conduct 15 min observation Student #2 in reading class
11 – Noon	CBA in Reading for Student #1
1-1:15	Conduct 15 min observation Student #1 in mathematics class
1:30 – 1:45	Conduct 15 min observation Student #2 in music

	class
2 – 2:15	Conduct 15 min observation Student #2 in mathematics class

Time of Day	Brief Experimental Analysis (BEA)
9:30 – <del>10:00</del>	<del>Administer BEA reading conditions (i.e., baseline, incentive, repeated readings)</del>
<del>10:15 – 10:30</del>	<del>Score and graph results of BEA conditions</del>
<del>11:30 – 12:00</del>	<del>Administer BEA Mathematics conditions (i.e., baseline, incentive, goal setting)</del>
12:15 – 12:30	Score and graph results of BEA conditions
1:30 – 2:30	Begin writing report (start with teacher interview, observation, and rating scale information)

Deleted: 9:45

Deleted: 10:30 – 10:45

Deleted: 11 – Noon

## 2. Conduct a Comprehensive Behavioral Assessment of Academic Problems

- Identify 2 students who have not been identified as having a learning disability or behavior disorder but have experienced academic difficulties. These students may have been nominated for pre-referral intervention services (e.g., Academic Intervention Services or Child Study Team). One student should be experiencing problems in reading and the second in mathematics.
- Meet with the teacher of the student with reading problems and the student with mathematics difficulties. Conduct a teacher interview (Shapiro, 2004) and administer the ACES for each case.
- Review permanent products and students' academic history (e.g., previous academic difficulties, interventions used, current work in identified problem area).
- Conduct 3 sets of direct observations for each case (i.e., observe identified subject area, non-identified subject area, non-academic subject area on 3 separate occasions). Students should be observed using the B.O.S.S., a 15-minute momentary time sampling, in the identified subject area. Students should also be observed in 1 non-identified academic area and 1 non-academic area. Attention should be paid to the format of instruction (e.g., small group, independent seatwork, large group).
- Administer Curriculum-based Assessment (CBA) in Reading and Mathematics.

## 3. Data-Based Decision Making & Intervention Planning

- Administer a brief experimental analysis (BEA) for the student with problems in reading and the student with problems in mathematics. The protocols included must be used. Single-case design methodology must be used and data must be graphed.
- Identify an effective intervention from the BEA.

- c. Develop an objective (i.e., IEP format) based on the findings of the behavioral assessment process (#2) and the BEA results.
- d. Develop an intervention plan based on your assessment results and using your objective.
- e. Develop a plan for monitoring progress using Curriculum-based Measurement (CBM).
- f. Develop the materials and discuss the plan with appropriate school professionals.

#### 4. Report Writing

A structured report must be composed and submitted to relevant school professionals and me. The report must include the results of the behavioral assessment (#2) and the BEA (#3) for both cases. Reports must also include the intervention plan and description of progress monitoring.

#### 5. Presentation

Students will make a presentation to fellow practicum students towards the end of the semester on one of their cases.

#### 6. Optional Assignment\*

- a. Conduct a class-wide CBA in writing
- b. Identify story starter, prepare materials.
- c. Score each assessment and create graph of student performance.
- d. Identify class average and median.
- e. Share the results with the teacher. Highlight students' performance that falls below the mean/median. Bring a list of empirically supported recommendations to address the needs of the students that are not performing at the same level as peers.

#### Required Readings:

##### A. Books

1. Shapiro, E. S., (2004). *Academic skills problems: Direct assessment and intervention* (3<sup>rd</sup> ed). New York: Guilford Press.
2. Shapiro, E. S. (2004). *Academic skills problems workbook*. (3<sup>rd</sup> ed). New York: Guilford Press.

##### B. Journal Articles

1. Fuchs, L.S. (2004). The past, present, and future of curriculum-based measurement research. *School Psychology Review*, 33(2), 188-192.
2. Shapiro, E.S., Angello, L.M., & Eckert, T. (2004). Has Curriculum-based assessment become a staple of school psychology practice? An update and extension of knowledge, use, and attitudes from 1990 to 2000. *School Psychology Review*, 33(2), 249-257.
3. Speece, D.L., & Case, L.P. (2001). Classification in Context: An alternative approach to identifying early reading disability. *Journal of Educational Psychology*, 93(4), 735-749.

4. McGlinchey, M.T., & Hixon, M.D., (2004). Using Curriculum-based Measurement to predict Performance on State Assessments in Reading. *School Psychology Review*, 33(2), 193-203.
5. Hintze, J.M., Christ, T.J., & Keller, L.A. (2002). The generalizability of CBM survey-level mathematics assessments: Just how many samples do we need? *School Psychology Review*, 31, pp.514-528.
6. Daly, E., Martens, B. K., Hamler, K.R., Dool, E.J., & Eckert, T. (1999). A brief experimental analysis for identifying instructional components needed to improve oral reading fluency. *Journal of Applied Behavior Analysis*, 32, 83-94.
7. Daly, E.J., Witt, J.C., Martens, B.K., & Dool, E.J. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review*, 26, 554-574.
8. Jones, K.M., & Wickstrom, K.F. (2002). Done in sixty seconds: Further analysis of the brief assessment model for academic problems. *School Psychology Review*, 31, 554-568.
9. Martens, B.K., Eckert, T.L., Bradley, T.A., & Ardoin, S. (1999). Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision-making. *School Psychology Quarterly*, 14, 163 – 181.
10. Barnett, D.W., Daly, E.J., Jones, K.M., & Lentz, E. (2004). Response to intervention: Empirically based special service decisions from single-case designs of increasing and decreasing intensity. *The Journal of Special Education*, 38, 66-79.
11. Jewell, J., & Malecki, C.K. (2005). The utility of CBM Written Language Indices: An investigation of production dependent, production-independent, and accurate-production scores. *School Psychology Review*, 34, 27-44.
12. Gansle, K.A., Noell, G.H., VanDerHeyden, A.M., Naquin, G. M., & Slider, N.J. (2002). Moving beyond total words written: The reliability, criterion validity, and time cost of alternate measures for curriculum-based measurement in writing. *School Psychology Review*, 31, 477-497.

#### **Key Web Sites for CBA/CBM:**

#### **CBA**

<http://www.interventioncentral.org/>

<http://www.aimsweb.com>

We will be using aimsweb for this course. Click on pre-service trainers, then student package. You will need to supply my name and the course title.

#### **READING**

<http://reading.uoregon.edu/>

<http://www.readingprogress.com>

<http://www.dlspeece@wam.umd.edu> <http://edformation.com>

#### **MATHEMATICS**

<http://www.interventioncentral.org> <http://www.schoolhousetech.com/>

**Behavioral Assessment of Academic Skills Protocol: Integrated Model of CBA**

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¶  
¶**Assess Academic Environment**

- Structured Interview (Shapiro, pp.110)
  1. Teacher (problem, setting, procedures, environmental variables)
  2. Optional Student (problem, setting, procedures, environmental variables)
  
- Administer Rating Scale(s)
  1. ACES
  
- Direct Classroom Observation (3 sets for each case)
  1. Conduct 3 different 15-minute observations for each case
    - a. Observe identified subject area where problem occurs (i.e., reading or mathematics)
    - b. Observe non-identified subject area (i.e., academic topic where student is reported to perform average)
    - c. Non-academic subject area (i.e., art, music, etc.)
  2. Use structured observation tool (i.e., B.O.S.S.)
  3. Be sure to attend to whether the observation occurred during small group or large group instruction or independent seatwork.
  
- Permanent Product Review
  1. Review samples of current work in identified problem area
  2. Students' academic history (e.g., previous academic difficulties, interventions used)

**Assess Instructional Placement**

- CBA rate-based skill probes
  1. Reading Fluency & Maze Comprehension
  2. Mathematics Calculation & Concepts

**Instructional Modification**

- After conducting BEA identify appropriate instructional intervention and implement

**Progress Monitoring**

- Short-term Progress Monitoring
  1. Monitor progress on intervention by administering corresponding skill CBM probe
  2. Monitor progress for 10 weeks

## Brief Experimental Analysis Reading Protocol (BEA-R)

### Materials:

- Stopwatch  Pen/Pencil  Clipboard  "Incentive" bag  2 Teacher Copies for Phase Drill
- Repeated Reading Passage  LPP student and examiner passage
- Easier material (below grade level) passage

### General Procedures:

- 1. Administer 3 conditions each session in a separate room. Administer 1 session per day.
- 2. After each intervention procedure (listed below) was presented one time, administer the most effective strategy a second time.
- 3. Next administer the strategy presented prior to the most effective strategy.
- 4. Administer the most effective strategy one more time.

### Intervention Procedures: Present the conditions in the following order.

- Baseline
  1. Place a grade-level passage face down in front of the student
  2. Say to the student, **"When I say, 'start,' begin reading aloud at the top of this page. Read across the page [demonstrate by pointing]. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?"**
  3. Say, **"Start."** Begin the stopwatch as soon as the student reads the first word.
  4. When the stopwatch reads 1:00 minute, make a bracket around the last word read but allow the student to read until s/he reached the 100<sup>th</sup> word. Then say to the student, **"Please stop."**
- Incentive
  1. Place the clear incentive bag in front of the student. Say to the student, **"You can earn a prize from this bag. Pick the prizes that you would like to work for \_\_\_\_\_ (record the student's answers).**
  2. Multiply the student's baseline performance by .30 and then add that number to baseline to determine the goals. Example: Baseline is 54.  $54 \text{ WCPM} \times .30 = 16$ .  $54 + 16 = \text{GOAL of } 70$ . WCPM.
  3. Say to the student, **"If you read \_\_\_\_\_ (goal determined in step #2) or more WCPM you can earn \_\_\_\_\_ (prize student chose)."**
  4. Say to the student, **"When I say, 'start,' begin reading aloud at the top of this page. Read across the page [demonstrate by pointing]. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?"**
  5. Say, **"Start."** Begin the stopwatch as soon as the student reads the first word.
  6. When the stopwatch reads 1:00 minute, make a bracket around the last word read but allow the student to read until s/he reached the 100<sup>th</sup> word. Then say to the student, **"Please stop."**

7. If the student meets or exceeds the goal, say, **"You met (or beat) the goal of \_\_\_\_ WCPM. You may pick a prize from the \_\_\_\_\_ bag."** Present the appropriate bag of prizes and instruct the student to select one.
8. If the student does NOT meet the goal, say, **"You did not meet your goal of \_\_\_\_ WCPM but I could tell you were working really hard."** Provide the student with a sticker for working hard.

☐ Repeated Reading

1. Place a grade level repeated reading passage face down in front of the student.
2. Say to the student, **"When I say, 'start,' begin reading aloud at the top of this page. Read across the page [demonstrate by pointing]. Try to read each word. Be sure to do your best reading. Are there any questions?"**
3. Say, **"Start."** Begin the stopwatch as soon as the student reads the first word.
4. If the student hesitates for more than 3 s tell the student to go on but do not provide the word to the student.
5. After the student has read the repeated reading passage 3 times, administer and score the passage during the 4th reading.
6. Say to the student, **"When I say, 'start,' begin reading aloud at the top of this page. Read across the page [demonstrate by pointing]. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?"**
7. Say, **"Start."** Begin the stopwatch as soon as the student reads the first word.
8. When the stopwatch reads 1:00 minute, make a bracket around the last word read but allow the student to read until s/he reached the 100<sup>th</sup> word. Then say to the student, **"Please stop."**

☐ Phase Drill

1. Place the passage face down in front of the student and shield your copy from the student.
2. Say to the student, **"When I say, 'start,' begin reading aloud at the top of this page. Read across the page [demonstrate by pointing]. Try to read each word. Be sure to do your best reading. Are there any questions?"**
3. Say, **"Start."** Begin the stopwatch as soon as the student reads the first word.
4. As the student reads highlight all errors made on your copy of the story but do not correct the student.
5. When the student has completed the passage say to the student, **"You made some mistakes in the reading that I would like to go over with you."** Point to each of the 1<sup>st</sup> 15 word errors and provide the correct word. Follow steps 5, 6, & 7 for each incorrectly read word.
6. Have the student read the missed word aloud to you after you have read the word.
7. Have the student read the sentence that contains the missed word 3 consecutive times.
8. Administer the passage a second time and score it. Say to the student, **"When I say, 'start,' begin reading aloud at the top of this page. Read across the page [demonstrate by pointing]. Try to read each word. If you**



3. Begin the stopwatch when the student is oriented to the problem and has pencil in hand.
4. When the stopwatch reads 2:00 minutes, make a bracket around the last digit written and say to the student, **“Please stop and put your pencil down.”**

#### □ Incentive

1. Multiply the student's baseline performance by .30 and then add that number to baseline to determine the goals. Example: Baseline is 22. 22 problems correct  $\times$  .30 = 6.6.  $22+6.6 =$  GOAL of 28.6 (28) problems correct.
2. Place the clear incentive bag in front of the student. Say to the student, **“We are going to practice mathematics facts, and today you can earn a prize for doing well. If you complete (inserted number) problems correctly, you will earn a prize. Which prize would you like to work for?”**  
\_\_\_\_\_ (record the student's answer).”
3. Place the mathematics probe front down in front of the student.
4. Say to the student, **“If you read \_\_\_\_\_ (goal determined in step #2) or more problems correct you can earn \_\_\_\_\_ (prize student chose). “When I say ‘Start’, turn the sheet over and begin answering the problems. Start with the first problem on the left on the top row. Work across and then go to the next row. If you can't answer the problem, make an X on it and go on to the next one. Do you have any questions? Remember, If you compute \_\_\_\_\_ (goal determined in step #2) or more problems correct you can earn \_\_\_\_\_ (prize student chose).”**
5. If the student meets or exceeds the goal, say, **“You computed \_\_\_\_\_ problems correct. You may pick a prize from the \_\_\_\_\_ bag.”** Present the appropriate bag of prizes and instruct the student to select one.
6. If the student does NOT meet the goal, say, **“Even though you did not compute \_\_\_\_\_ problems correct but I could tell you were working really hard.”** Provide the student with a sticker for working hard.

#### □ Goal Setting

1. For problems correct multiply the student's baseline performance by .15 and then add that number to baseline to determine the goals. Example: Baseline is 22. 22 problems  $\times$  .15 = 3.3.  $22+3.3 =$  GOAL of 25.3 (25) Problems. Draw the goal line on the bar graph for problems correct.
2. For the number of mistakes made subtract one from the baseline error rate. Example: Baseline = 5 errors made.  $5-1 = 4$  GOAL. Draw this line on the bar graph for errors.
3. **“We are going to practice mathematics facts, but first were going to set some goals. These goals are the number of problems and mistakes. We want you to complete (insert number) problems correctly and make less than (insert number) mistakes. Let's see how that looks on the chart.”** Remove the charts from the student.
4. Place the probe face down in front of the student. Say to the student, **“When I say ‘Start’, turn the sheet over and begin answering the problems. Start**

**with the first problem on the left on the top row. Work across and then go to the next row. If you can't answer the problem, make an X on it and go on to the next one. Do you have any questions?"**

5. Begin the stopwatch when the student is oriented to the probe with pencil in hand.
6. When the stopwatch reads 2:00 say to the student, **"Please stop and put your pencil down."**
7. Compute the number of problems correct and errors. Say to the student, **"You completed \_\_\_ problems correctly and made \_\_\_ mistakes. Let's draw these on the graph. Did you meet your goal?"** Provide the student with a crayon or colored pencil and complete the bar that corresponds with performance on each graph.

Performance Feedback

1. Record the number of problems completed correctly and number of mistakes made from baseline.
2. Say to the student, **"Before when we practiced math you solved (insert number) problems correct and made only (insert number) mistakes. Let's work on the problems and see how well you do after."**
3. Place the probe face down in front of the student. Say to the student, **"When I say 'Start', turn the sheet over and begin answering the problems. Start with the first problem on the left on the top row. Work across and then go to the next row. If you can't answer the problem, make an X on it and go on to the next one. Do you have any questions?"**
4. Begin the stopwatch when the student is oriented to the probe with pencil in hand.
5. When the stopwatch reads 2:00 say to the student, **"Please stop and put your pencil down."**
6. Compute the number of problems correct and errors. Say to the student, **"You completed \_\_\_ problems correctly and made \_\_\_ mistakes."**

Cover-Copy-Compare

1. Place one practice worksheet face down in front of the student.
2. Say to the student, **"We are going to be learning to use a new method to improve your math skills. The method is called 'cover-copy-compare.' Here is how we will use this new method. First, I'm going to give you a sheet of math problems, like the one you see here (provide CCC training worksheet). For each problem on the sheet, you will read the problem and answer aloud. Then, you will cover the problem and answer with this index card (provide index card). Next, you will write the problem and the answer in the box (point to first box). You will have to use your memory to remember the problem and answer. After you write the problem and answer, you can take off the index card and check your answer. If you don't answer the problem correctly, you have to practice the problem one more time in the second box (point to second box). Now,**

**when we use cover-copy-compare, I don't want you using your fingers to solve the problem. You need to use your memory. Okay? I'll show you how to do one sample problem. Here is the problem '3+8=11'. I will remember the problem and answer, cover the problem and answer (cover with index card), copy the problem and answer (write '3+8=11'), and compare my work. That's how it works. Do you have any questions?"**

3. When the student has completed the practice worksheet, place a probe face down in front of the student. Say to the student, **"When I say 'Start', turn the sheet over and begin answering the problems. Start with the first problem on the left on the top row. Work across and then go to the next row. If you can't answer the problem, make an X on it and go on to the next one. Do you have any questions?"**
4. Begin the stopwatch when the student is oriented to the probe with pencil in hand.
5. When the stopwatch reads 2:00 say to the student, **"Please stop and put your pencil down."**

### **Extended Analysis for Mathematics**

**Purpose:** The extended analysis serves as a method of checking to see if the results of the BEA-M can effectively identify an intervention that will increase students' mathematics performance. It also provides you with experience monitoring short-term progress by using an intervention that was empirically demonstrated to be effective for your specific student.

#### **Materials:**

- Stopwatch  Pen/Pencil  Clipboard  CBM-M Probes  "Incentive" bag
- 2 Graphs (problems correct & mistakes)  CCC practice sheet  Tape recorder

#### **General Procedures:**

- 1. Alternate the most effective condition found in the BEA-M with the baseline condition using the same procedures.
- 2. Assign different mathematics calculation facts for each the baseline and treatment condition.
- 3. Following administration of each condition, administer a multiple-skill probe that contains the target skill and one additional skill.
- 4. Administer both conditions each day (one in the morning and one in the afternoon) in a separate room.
- 5. Use the tape recorder to record your performance. This will serve as an integrity check to be sure that you administered all intervention steps appropriately.
- 6. Be sure to obtain 10 data points (5 for the baseline condition, and 5 for the extended analysis condition).
- 7. Graph the data using an alternating treatments single-case design.

**Appendix F**  
**Guidelines for Internship at Current Work Site**

**Guidelines for Proposing School Psychology Doctoral  
Internship Placement at Current Work Site**

(Option for students admitted with a school psychology certificate only)

Students who wish to conduct their School Psychology internship at their current work sites should prepare a written statement addressing each of the following items.

1. Students with a New York State School Psychology Certificate may complete 100% of their training at a New York State accredited pre-, elementary, or secondary school. Students with a New York State School Psychology Certificate may also elect to conduct 100% of their training at a site that is not a school if the activities and supervision provided are indicative of the practice of school psychology as described by the American Psychological Association.
2. Provide a description of the internship site including age range served, number and type of students/clients (e.g., developmentally delayed), and number of teachers/support personnel. The ethnic composition of the students/clients at the site should also be described. Indicate that the internship will be an 1800-hour internship with no more than 300 hours spent in off-site activities.
3. Provide a detailed description of your current activities. Be sure to report actual hours per week per function and estimate the relative percentage of time that is afforded to each function.
4. Provide a detailed description of proposed internship (see attached model proposals). Be sure to report actual hours per week per function and estimate the relative percentage of time that will be afforded to each function. In addition, provide a statement denoting that you will: a) attend the annual meeting of the Association for the Advancement of Behavior Therapy (AABT) and attend a minimum of two training sessions per semester conducted at the Albert Ellis Institute in New York City, b) conduct two behavior modification projects using a single-case study design and submit written reports involving these projects, c) make four inservice presentations and submit two video recordings of these presentations, d) submit two psychological reports per semester, e) prepare two review papers involving school psychology related books or tests, and f) maintain a daily log of activities performed throughout the internship. Also state the dates of initiation and completion for the proposed internship.
5. Explain how the proposed and current activities differ. Be sure to provide a clear description of the differences in terms of the actual activities that are being

provided relative to the proposed activities. Also, make reference to variations in the amount of time that is and will be afforded to the reported activities.

6. Provide the name, photo-copied license, and resume of proposed internship field supervisor. The field supervisor must be retained by the legal entity in which the applicant is working and must hold a psychology license in the State of New York. The proposed supervisor must be on site at least 50% of the time. He or she must have also been retained at the work site for no less than one year and must limit direct supervision to no more than two interns per year.
7. The proposed supervisor should never have been denied licensure as a psychologist in the State of New York or any other state.
8. If the organization does not have a licensed psychologist, then the organization may authorize an individual to provide supervision. In such cases the organization may pay for the supervision but the intern may not.
9. Provide a letter from your proposed internship field supervisor stating that he/she is prepared to provide you with three hours of individual one to one supervision on a weekly basis for the duration of the internship (i.e., 1800 hours or one full academic year). The proposed supervisor must state the percentage of time that he/she is on site. The proposed supervisor should also indicate that he or she has never been denied a psychology license in the United States. The proposed supervisor should state that he or she will not supervise more than two interns per year. This individual must indicate that he or she will be available for site visits from the Graduate Center Internship Director. In addition, the proposed supervisor should indicate that he or she will receive telephone calls from the Graduate Center Internship Director and complete rating sheets that reflect the performance of the intern in a timely manner. Finally, the proposed supervisor must state that he or she is not your current supervisor.
10. State that "In addition to the three hours of individual supervision that I shall receive in the field, I shall also receive a minimum of one hour of group supervision at the Graduate Center."
11. State that "I shall complete a minimum of 50 hours of in-service training during the ten month internship". In-service training may occur at national, state, or local conferences or at the actual internship site, and a minimum of 10 hours shall consist of APA-approved C.E. credits.
12. State the official title that you will have during the internship (e.g., "Doctoral School Psychology Intern").
13. State the salary that you will receive for your services as an intern. Also describe any fringe benefits that you will receive.

14. Provide evidence at the time of registration for the internship (in the form of a photocopied contract) that you have obtained professional liability insurance for the internship period. This insurance must provide \$500,000 worth of coverage or more. For the purpose of the internship proposal, students must state that "A copy of my professional liability insurance for the designated internship period will be provided prior to registration. This insurance will provide \$500,000 worth of coverage or more."
15. State that "All matters involving due process will be dealt with as indicated in the Ph.D. Program in Educational Psychology's Student Handbook."
16. State that "In all instances, I will abide by the ethical standards of the American Psychological Association and the laws of the State of New York."
17. State that "Upon successful completion of the internship, the Graduate Center will provide me with a statement of internship completion."
18. For Fall registration, applications must be received by February 15 of the previous semester. For Spring registration, applications must be received by November 1 of the previous semester. Students are strongly encouraged to call Professor LiPuma if they have any questions about these procedures.
19. Before registering for the internship, applicants must submit to Professor LiPuma photocopies of certificates of completion of the following seminars required by New York State: School Violence Prevention and Intervention Seminar, Child Abuse Identification and Reporting Seminar, and Alcohol and Drug Abuse Seminar. Students will not be allowed to register for internship without this documentation. These seminars are offered widely within CUNY and other educational institutions in New York State for 0 credits.

**Appendix G**  
**Guidelines for Internship at New Site**

**Guidelines for Proposing School Psychology Doctoral Internship  
Placement at a New Site**

Students who are proposing an internship placement should prepare a written statement addressing each of the following items.

1. Students without a New York State School Psychology Certificate must complete 100% of their training at a New York State accredited pre-, elementary, or secondary school.
2. Provide a description of the internship site including age range served, number and type of students/clients (e.g., developmentally delayed), and number of teachers/support personnel. The ethnic composition of the students/clients at the site should also be described. Indicate that the internship will be an 1800-hour internship with no more than 300 hours spent in off-site activities.
3. Provide a detailed description of proposed internship (see attached model proposals). Be sure to report actual hours per week per function and estimate the relative percentage of time that will be afforded to each function. In addition, provide a statement denoting that you will: a) attend the annual meeting of the Association for the Advancement of Behavior Therapy (AABT) and attend a minimum of two training sessions per semester conducted at the Albert Ellis Institute in New York City, b) conduct two behavior modification projects using a single-case study design and submit written reports involving these projects, c) make four inservice presentations and submit two video recordings of these presentations, d) submit two psychological reports per semester, e) prepare two review papers involving school psychology related books or tests, and f) maintain a daily log of activities performed throughout the internship. Also state the dates of initiation and completion for the proposed internship.
4. Provide the name, photo-copied license, and resume of proposed internship field supervisor. The field supervisor must be retained by the legal entity in which the applicant is working and must hold a psychology license in the State of New York. The proposed supervisor must be on site at least 50% of the time. He or she must have also been retained at the work site for no less than one year and must limit direct supervision to no more than two interns per year.
5. The proposed supervisor should never have been denied licensure as a psychologist in the State of New York or any other state.
6. If the organization does not have a licensed psychologist, then the organization may authorize an individual to provide supervision. In such cases the organization may pay for the supervision but the intern may not.

7. Provide a letter from your proposed internship field supervisor stating that he/she is prepared to provide you with three hours of individual one to one supervision on a weekly basis for the duration of the internship (i.e., 1800 hours or one full academic year). The supervisor must state the percentage of time that he/she is on site. The proposed supervisor should also indicate that he or she has never been denied a psychology license in the United States. The proposed supervisor should also indicate that he or she will not supervise more than two interns per year. This individual must indicate that he or she will be available for site visits from the Graduate Center Internship Director. In addition, the proposed supervisor should indicate that he or she will receive telephone calls from the Graduate Center Internship Director and complete rating sheets that reflect the performance of the intern in a timely manner.
8. State that "In addition to the three hours of individual supervision that I shall receive in the field, I shall also receive a minimum of one hour of group supervision at the Graduate Center."
9. State that "I shall complete a minimum of 50 hours of in-service training during the nine month internship". In-service training may occur at national, state, or local conferences or at the actual internship site, and a minimum of 10 hours shall consist of APA-approved C.E. credits.
10. State the official title that you will have during the internship (e.g., "Doctoral School Psychology Intern").
11. State the salary that you will receive for your services as an intern. Also describe any fringe benefits that you will receive.
12. Provide evidence at the time of registration for the internship (in the form of a photocopied contract) that you have obtained professional liability insurance for the internship period. This insurance must provide \$500,000 worth of coverage or more. For the purpose of the internship proposal, students must state that "A copy of my professional liability insurance for the designated internship period will be provided prior to registration. This insurance will provide \$500,000 worth of coverage or more."
13. State that "All matters involving due process will be dealt with as indicated in the Ph.D. Program in Educational Psychology's Student Handbook."
14. State that "In all instances, I will abide by the ethical standards of the American Psychological Association and the laws of the State of New York."
15. State that "Upon successful completion of the internship, the Graduate Center will provide me with a statement of internship completion."

16. For fall registration, applications must be received by February 15 of the previous semester. For Spring registration, applications must be received by November 1 of the previous semester. Students are strongly encouraged to call Professor LiPuma if they have any questions about these procedures.
17. Before registering for the internship, applicants must submit to Professor LiPuma photocopies of certificates of completion of the following seminars required by New York State: School Violence Prevention and Intervention Seminar, Child Abuse Identification and Reporting Seminar, and Alcohol and Drug Abuse Seminar. Students will not be allowed to register for internship without this documentation.
18. APA requires that the program report data regarding internship application and placement. Complete the form found in Appendix G.1 and submit it to Mary Kopala. By filing this form, you enable us to better track your progress and success in the internship process. Be sure to file this form no later than June 15 of the year in which you apply for an internship. If you withdraw from the internship process prior to finding a site, please indicate this on the form. Always update **both** Dr. LiPuma and Dr. Kopala on your internship application progress.

**Appendix G1**  
Notice of Internship Application/Placement

1. Applicant: \_\_\_\_\_

2. Date you filed your application for internship: \_\_\_\_\_

3. Did you receive an internship?  Yes  No

If Yes, skip to item 4 and complete items 4-7 inclusive;

If No:

Will you continue to look for an internship for next academic year  Yes  No;

If Yes:

Please complete a second copy of this form to update your progress in securing an internship and submit it no later than September 1 of the same calendar year in which you have applied for internship.

If No:

Please indicate in the space provided, what your plan for completing the internship in the future is.

4. In what Academic Year will you complete your internship: \_\_\_\_\_

**Please note that integrated students are required to be fulltime students; this means that you must complete your internship within one academic year.**

5. Yearly amount you will be paid: \_\_\_\_\_

6. Did you apply for an APA/APPIC internship site?  Yes  No

If yes, did you receive an APA/APPIC internship?  Yes  No

7. Where will you complete your internship? \_\_\_\_\_

8. Indicate the total number of hours you have spent during all of your practicum experiences. Definitions of each appear below.

(a) Total Intervention & Assessment Hours: \_\_\_\_\_

- (b) Total Support Hours: \_\_\_\_\_  
(c) Total Supervision Hours: \_\_\_\_\_

Intervention/Assessment Hours: Actual clock hours spend in direct service to clients/patients. Time spend gathering information about the client, but not while in the actual presence of the client should be recorded under support activities.

Support Hours: Total number of hours spend on activities outside the counseling/therapy hour while still focused on the client (e.g., chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, time spent planning interventions, assessment interpretation, and report writing.) Also include hours spent at practicum setting in didactic training (e.g., grand rounds, seminars.)

Supervision Hours: Total number of hours spent on supervision, that is, one-to-one, group, peer supervision, consultation.

Return this form to Dr. Mary Kopala, Executive Officer—Educational Psychology and Director, School Psychology Specialization no later than June 15 of the year prior to beginning the internship.

**Appendix H**  
**School Psychology Internship**  
**School Psychology Internship**                      **Professor LiPuma**  
**EPSY 898.01 and EPSY 898.02**                      **Fall 2007 and Spring 2008**

**General Description**

The training component for the internship includes, but is not limited to, experiences in psycho-educational assessment, school consultation, and intervention. The internship may encompass direct and indirect service delivery as well as research and program evaluation. Students will be expected to accept responsibility for professional functions in the context of appropriate supervisory support both on-site and at the Graduate Center. Students will receive a total of four hours of supervision. The internship experience will be supervised on-site by a designated licensed psychologist employed at the internship site. On-site supervision will include three hours a week of direct face to face supervision provided on an individual basis. Students will also receive one hour a week of group supervision from the Graduate Center Internship Director (a New York State licensed psychologist).

**Responsibilities**

Whereas internships are individualized with respect to the type of population served as well as the nature of the services that are to be provided, a number of requirements apply to all internships. These requirements involve the consistent use of standardized norm referenced measures of intellectual functioning, the administration of objective and norm referenced measures of anxiety and depression (i.e., RCMAS and CDI), and classroom behavioral observations. Interns working in elementary and secondary schools are required to administer norm referenced measures of achievement, learning, and or memory. Interns are encouraged to use teacher rating forms such as the Achenbach scales as well as DSM-IV based diagnostic indices of pathology such as the DICA. Interns should report both positive and negative symptoms that were endorsed or observed in their psychological protocols. Interns are required to use a variety of behavioral as well as cognitive-behavioral techniques in order to facilitate achievement or to modify behavior. Interns are required to engage in consultation with teachers, administrators, and/or parents. Interns are also required to make in-service presentations and to review test materials and/or books. Throughout the internship, interns will document their activities and maintain records of the supervision that they receive. Documentation will be kept on file in the internship director's office in portfolio format.

**Integrated Students**

Integrated students are required to maintain an additional Professional Performance – Based Portfolio (PPBP) for submission to the Queens College School Psychology faculty. Integrated students should familiarize themselves with the required

components of the PPBP as they may be able to use materials from their Graduate Center portfolio. Integrated students are required to take the **PRAXIS II** (specialty) exam in School Psychology by January of their Internship year. Integrated students are responsible for exam registration and for having their scores reported to the Queens College School Psychology Program. Information regarding the exam and registration can be found at [www.ets.org/praxis](http://www.ets.org/praxis).

**The following internship requirements apply to all interns:**

- 1. Logs.** Interns must maintain a Daily Log that succinctly describes all of the activities that they perform (both on and off site) throughout their internship. The Logs will be reviewed weekly by the Graduate Center Supervisor. The Logs will be collected at the end of the internship and placed in a portfolio binder to remain on file at the Graduate Center. Interns are encouraged to keep a copy for their records.
- 2. On-Site Supervision.** During the weekly on-site three hours of supervision, the on-site supervisor will review the experiences that occurred and provide qualitative feedback about the services that were delivered. The on-site supervisor will also review, sign, and date the Daily Log denoting approval or disapproval. The on-site supervisor will complete, sign, date, and return Internship Rating Forms on two occasions during each semester. These forms will be attached to the Daily Log as an appendix. The on-site supervisor will be available to receive at least two telephone calls and/or two site visits per semester by the Graduate Center Internship Director. The on-site supervisor will advise the Graduate Center Internship Director about the quality of the intern's work. Interns are required to distribute and collect the Internship Rating Forms.
- 3. Psychological Reports.** Interns are required to use standardized norm referenced measures of intellectual functioning, achievement, adaptive behavior, learning and/or memory as well as norm referenced measures of anxiety and depression (i.e., WISC-IV, WIAT-II, WRAML, RCMAS, CDI, etc.). Interns are also required to conduct classroom behavioral observations and are encouraged to use teacher rating forms such as the Achenbach TRF as well as DSM-IV based diagnostic indices of pathology such as the DICA. The use of projective measures such as the TAT or human figure drawings is not allowed. All psychological reports are to be type written or word processed. **All** reports produced during the internship are to be signed by the on-site field supervisor. Each intern must provide the Graduate Center Internship Supervisor with at least two psychological reports that were affected at **each** internship site **per** semester. The reports must be complete and signed by the field supervisor **prior** to presentation at the Graduate Center. Reports will be reviewed by the Graduate Center Supervisor and returned with notations. Interns may have to revise and resubmit reports until they meet with the approval of the Graduate Center Supervisor. Copies of all protocols are to be submitted along with each report.

**4. Classroom Management.** Each intern must submit one report per semester on the use of either operant procedures or cognitive-behavioral regimes used to effect a child's achievement and/or school behavior. The report should specify in operational terms the target behavior(s) and the procedure(s) that were used. Each report must employ a single case design with clearly denoted data points as based on *in vivo* observations. These reports are to be signed by the on-site field supervisor prior to being submitted to the Graduate Center Supervisor.

**5. In-Service Presentations.** Interns will present two one-hour in-service presentations per semester to school personnel, teachers, administrators, or parents. These presentations should involve the use of slides or transparencies as well as handouts. Quotes, data, and information from external sources should be clearly acknowledged/referenced on the handouts, transparencies, or slides. One presentation per semester will be submitted on video tape. Interns will distribute rating forms to the participants of all presentations. Those forms will be given to the Graduate Center Supervisor along with a copy of presentation materials or video tape.

**6. Conference Attendance.** Interns are required to attend the annual convention of the Association for Behavioral and Cognitive Therapies (ABCT) during the internship. In addition to attending symposia and paper presentations, interns should also attend two workshops on a clinical topic. A receipt of conference registration or statement of continuing education credit must be submitted to the Graduate Center Internship Supervisor as evidence of having attended such conferences. These documents will be filed in the Daily Log as an appendix.

**7. In-Service Training/Continuing Education.** Interns are required to complete a minimum of 50 hours of in-service training/continuing education during the internship year. Conference attendance may be applied toward this requirement. Interns shall track and record their hours. A minimum of 10 APA approved C.E. credits must be included in the 50 hours. Interns are to attend two training sessions per semester conducted at the Albert Ellis Institute located in New York City. Child psychiatry grand rounds similar to those conducted at New York University-Bellevue Hospital are also an acceptable source for continuing education. Formal training conducted at the internship site may be applied to the 50 hour requirement.

**8. Test/Book Reviews.** Interns are required to review two school psychology related professional books and/or psychological tests. Type written reports of each review are to be submitted for feedback and are to be filed as an appendix to the Daily Logs.

**9. Graduate Center Supervision.** One hour of weekly **group** supervision will be provided by the Graduate Center Internship Supervisor. Attendance at the group supervision sessions is mandatory. Each intern must make a weekly case presentation based on an actual case seen at the internship site during the prior week. The supervisor will provide qualitative feedback and recommendations. Interns are expected to offer constructive comments or suggestions that are intended to facilitate

the professional progress of their classmates. Issues and experiences may also be shared and/or discussed as needed. During the group sessions the Graduate Center Supervisor may comment on and provide feedback on the Logs, in-service presentations, behavioral interventions, psychological reports, reviews, site visits, intern participation in the group process, and/or any internship relevant topics. Field supervisor ratings and comments, the intern's progress, and any concerns regarding an individual intern's performance may be discussed during private meetings which may occur immediately after the group session.

The Graduate Center Supervisor will make a minimum of one field visit per semester to the intern's work site(s) if the site is within the metropolitan area or adjacent suburbs. These visits may include discussions with the field supervisor about the quality of the intern's work and level of adherence to the Internship proposal, a review of recent reports prepared by the intern, visits to classrooms, and discussion with school personnel regarding the quality of the intern's work. Information gathered at these visits may be summarized in a report and shared with the intern.

**10. Ethical and Legal Conduct.** In all instances, interns must abide by the ethical standards of the American Psychological Association and the laws and statutes of the State of New York. Interns are strongly urged to contact immediately their field supervisor **and** the Graduate Center Internship Supervisor should a potential ethical or legal problem be perceived.

**11. Due Process.** Any disputes that might occur between the Graduate Center Internship Supervisor and interns are to be dealt with in accordance with the procedures that are described in the Ph.D. Program in Educational Psychology's Student Handbook.

A schedule of dates by which the above requirements are due will be provided on the first night of class. Group supervision will occur weekly up to and including 6/26/06. Interns are responsible for reviewing the schedule with their field supervisors. Any problems in meeting the requirements by the posted deadlines should be discussed well in advance.

**12. Professional Liability Insurance.** Interns shall carry an appropriate level of professional liability insurance while conducting their internships. This insurance shall provide a minimum of \$ 500,000 worth of coverage.

**Appendix I**  
**SUPPLEMENTAL SCHOOL PSYCHOLOGY APPLICATION**  
**SUPPLEMENTAL APPLICATION FOR THE**  
**SCHOOL PSYCHOLOGY\* SPECIALIZATION OF THE**  
**Ph.D. PROGRAM IN EDUCATIONAL PSYCHOLOGY**

Name: \_\_\_\_\_

\*This form is required for students applying to the School Psychology Specialization without prior certification in school psychology.

**ADDITIONAL BACKGROUND DATA**

Employment: Start with most recent/current position.

Name of School or Firm	Address	Position. Teachers: indicate grade or subjects taught.	Full-time or Per diem	Dates

**Academic honors, distinctions, and scholarships:**

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**SUPPLEMENTAL APPLICATION FOR THE  
SCHOOL PSYCHOLOGY\* SPECIALIZATION OF THE  
Ph.D. PROGRAM IN EDUCATIONAL PSYCHOLOGY (continued)**

**Name:** \_\_\_\_\_

**Memberships in professional organizations:**

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**Articles or publications (submit copies if available):**

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These applicants must submit a third letter of recommendation. This letter must be from an immediate supervisor if employed or if not employed, a third academic reference. The application and all supporting materials must be received at the Graduate Center by February 15.

**Note:** The prerequisite courses for these applicants are listed below:

**All candidates** are required to have had a course in each of the following areas of Psychology and Education:

1. General Psychology
2. Statistics in Psychology and Education
3. Psychological Testing and Measurement
4. Experimental Psychology
5. Abnormal Psychology
6. Physiological Psychology
7. Developmental Psychology
8. Principles and Problems of Education
9. Curriculum and Methods of Reading.

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**Addendum to the School Psychology Brochure****Licensure Information**

For individuals who received the doctorate in Educational Psychology with the specialty in School Psychology and who have graduated between 1997 and 2006 (n=34), 22 (65%\*) are licensed, 6 (18%) are not licensed, one (2%) has made application during Fall 2007 to sit for the examination, and 5 (15%) were not able to be located. Not all students choose to sit for the licensing examination given that they can work in a school with the certification in school psychology.

\*percentages were rounded