Program Handbook (2020-21)

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Welcome!

Welcome to the School Psychology Program at the University of Minnesota! This is one of the oldest and most well established graduate programs in school psychology in the country, with a fresh, innovative faculty who are committed to maintaining and elevating the program’s legacy of shaping the future directions for school psychology research and practice. The program faculty are leaders in the field by conducting high quality research that addresses the enhancement of student competence and the capacity of systems to meet the needs of students and families. We seek to prepare graduate students who will emerge as local and national leaders in school psychology through innovative scholarship, research-based practice, and systems change. The program is accredited/approved by multiple governing bodies (i.e., APA, NASP, & CAEP). As of July 2020, the Program has graduated 310 PhDs and 265 Specialist Certificates.

This handbook summarizes key information about the School Psychology Program. **You should always refer to this handbook for your degree planning and required activities.** It specifies the course requirements for students entering the program in Fall 2020; students admitted earlier may opt to follow these course sequence requirements. **All students must comply with all program policies set forth in this document, and are expected to read the applicable sections of this document in its entirety.**

In addition to reading the policies set forth in this handbook, you will find policies applicable to program completion on the University, College, Department, and Graduate School websites. All school psychology students are part of the Department of Educational Psychology, which dictates the nature of the foundational academic coursework, final examinations, and other policies regarding graduate status and candidacy for degrees. **Students should carefully refer to the requirements as listed in the Educational Psychology Handbook.** We hope that this handbook will answer many of your questions about the program requirements and expectations for student success. Should you have additional questions not addressed in the program or department handbooks, please contact the Program Assistant, Alicia Vegell at acvegell@umn.edu. Our warmest wishes to you as you complete your graduate studies at Minnesota. We look forward to a productive and rewarding year!

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**Set yourself up for success:**

- **Read this handbook and the Department Handbook.**
- **Familiarize yourself with the Program Canvas Site.**

These resources are designed to help you navigate your graduate experience—consult them regularly.
Preface: A Note on COVID-19

The 2020-21 academic year will necessarily be unique in a variety of ways given ongoing needs and challenges associated with the COVID-19 pandemic. As has been the case since March 2020, the guiding principles underpinning program decisions and modifications are flexibility and choice in supporting all members of our program in their professional activities while safeguarding health and wellness. Faculty and staff are here to support you. We'll continue to use the Program Canvas site and its COVID page to share information and materials. In addition, we encourage everyone to familiarize themselves with the university’s COVID updates, Safe Campus, the Graduate School’s Fall 2020 page, and CEHD’s COVID updates. It is likely that this pandemic will necessitate flexibility throughout the semester, but there are a few knowns as of the beginning of the academic year:

- All school psychology program courses (i.e., those starting with 58## or 88##) will be conducted remotely, along with program meetings and events, until we notify otherwise--at least through the fall semester and into the spring as needed. Assignments, other requirements, and activities (including Program Time) will be modified as needed based on emergent constraints. Where ESB locations are described later in this handbook, please assume remote participation is expected and consult the Canvas site or Google calendar for Zoom connection information.

- Oral exams will be conducted remotely until further notice. EPSY guidelines on procedures will be provided to students and committee members in advance of exams. Procedures for other exams, such as the Comprehensive Written Exam will be modified as needed to allow for remote completion.

- Advisers and program coordinators are available to assist students in tailoring their academic plans to the current context. Please contact your advisor or program coordinator if you would like to discuss modified course sequence, deferral of fieldwork or research requirements, and implications for degree planning or time to degree.

- Fieldwork placement may include a combination of hybrid and remote sites but any in-person activities are subject to approval/discontinuation per orders/policy by university, state, or site officials. Students should refer to the Fieldwork Handbook COVID addendum for current modifications and expectations. Note, all students are expected to do as much as possible remotely and must adhere to university requirements in all of their activities. Much of the details about fieldwork are dependent on external forces so many specifics are unknown and subject to change. We thank you in advance for your patience and flexibility.

- Given potential limitations of collecting original data within the context of COVID-19, doctoral students planning for projects to be implemented during the 2020-21 academic year are encouraged to consider leveraging secondary analysis or meta-analytic methods rather than primary data collection (e.g., single case design or group design in schools). These methods will be supported in our coursework, particularly EPSY 8822, and advising. Our goal is to support you all in doing contextually meaningful, timely research with minimal disruptions and delays to your preferred degree timeline.

- We’ll continue to offer informal social activities and professional development activities to support community and socialization for those who are interested. Please see the Program calendar for events. Program Time scheduling and structure will be adapted in response to complexities of accommodating
exclusively remote activities, K12 distance learning, and Zoom fatigue.

- Engagement and attendance are only expected insofar as you are able. Expectations for engagement and attendance described elsewhere in the handbook assume business-as-usual operations. This is not the case now. More than ever, we encourage students to prioritize their wellness and, in doing so, we recognize that this may necessitate different (and variable) engagement for individuals depending on their unique circumstances. Recordings or transcripts will generally be made available to support asynchronous engagement.

Some reminders:

- **We need to adapt expectations, routines, and engagement to this context:** The program expectation is that our engagement is fundamentally different now given this context. We continue to hope you are all prioritizing your wellness, focusing on what you can control, and maintain social connection where you can. That said, we understand that students are still committed to their graduate work and concerned about progress. We want to reiterate that it’s okay to take time away from academic work. We are operating from the assumption that this experience is hard for everyone and worse for some. If/when you try to engage in academic work or research, we encourage you to leverage behavioral activations strategies to address the low motivation and attentional difficulties common now (you can find some resources [here](#), [here](#) and [here](#)). As we embark on a semester of largely remote learning, you may find this [handout on creating new routines](#) helpful.

- **Meet yourself with compassion.** And seek assistance if you need it. We continue to add resources to the [Canvas site](#) and you are always welcome to reach out.

- **Responding to faculty queries/wellness checks:** From time to time, if we haven’t heard from you, we’ll probably reach out. If you do not wish to be in contact with peers, instructors, or anyone else from the U of M, we encourage you to respond to their attempts at communication with phrases like "I’m safe-- I just don’t want to talk right now" or "I’m fine, please give me some space right now." That way, people know that you are not in danger, and they can then respect your boundaries.

- **Student emergency funds:** The U had made available emergency funds for students. You’ve already received information via email from the university to make requests via OneStop (onestop@umn.edu). Requests for funds must be made through OneStop. Additional information about university wellness resources, food pantry, etc. is available on the [Canvas site > Resources > U Wellness and Mental Health Resources](#).

- **Course completion:** As noted Spring 2020, please remember that we invite you to work with instructors if you need to take an incomplete due to health, caregiving, or other challenges. This option is available to all who need it. You’ll need to communicate with your instructor to prepare an incomplete contract in order to receive an “I” in a course. This is a department/university requirement, so we can't simply apply an I without it. The form requires a reason: “other” is sufficient and wholly acceptable for all pandemic-related challenges. If you’ve been disengaged but plan to submit outstanding assignments by the course due date, please also let instructors know.
Reminders from trauma specialist, Mary Goyer:

1. We’re all in a stress-response right now. All of us. And when survival stuff is up, certain cognitive functions change. Our capacity to think clearly is a little different. This is the territory of trauma, folks. It’s no one’s fault.

2. As a result, we can’t take in and integrate what we see happening around us, even if we haven’t noticed a challenge with processing. Integration won’t happen until later. Right now, we’re just in it.

3. Feeling numb is normal.

4. Feeling anxious or on high-alert is normal.

5. Feeling collapsed and depressed is normal.

6. Feeling clingy or impulsive or paranoid or nonchalant – all normal.

7. Reaching for your addictions is normal.

8. Seeing a range of responses in yourself at different times of the day is also consistent with being in an active stress-response – it all depends on your wiring related to stress and/or prior traumas. You may even enjoy certain experiences you’re having, while other parts of you are overwhelmed. We’re complicated beings with many parts sitting side-by-side.

9. Because the trauma is happening (still), the goal is meet yourself and all your coping mechanisms with compassion. Reach out for support. Call a friend. Eat an apple. Lower your expectations. Take a nap. Give your kids a break. Take a news break. Call your therapist. Move your body. Use your power tools (meditation, tapping, deep breathing, etc.) even if only for a minute.

10. Meet yourself with compassion again. And again.

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**Fall 2020 Checklist**

Here are some activities that will help start the academic year off right:

- Review this handbook 😊
- Meet with your advisor to discuss your academic plans, professional goals, and research interests.
- If you’ll be participating in practicum, complete the fingerprinting requirement.
- Familiarize yourself with Canvas if you aren’t already, and the program Canvas site.
  - Consider editing your Canvas profile and adding a profile pic given that classes won’t be meeting in person for now.
  - Adjust the notification settings to ensure you receive class announcements.
  - Learn how to use Canvas calendar.
  - Familiarize yourself with the program calendar. Consider copying standing events to your personal calendar or adding the program calendar to Google calendar by clicking the blue plus sign at the bottom of the calendar on the Program Canvas home page.
- Create a weekly schedule. Be sure to prepare for self-care.
  - NASP members may find it helpful to view the NASP webinar, Integrating Self-Care into Everyday Life in the Midst of Uncertainty
- Consider visiting https://online.umn.edu/learn-online or completing Learning Online 101 Canvas course to learn strategies for success as we prepare to engage in (nearly) exclusive online learning this semester. See Technology & Online Learning Resources for more.
Section I: Program Description

Mission

The mission of this School Psychology Program is to maintain and elevate its status as a flagship program in the field of school psychology. The Program faculty, students, and alumni are committed to serving as thought leaders and practice leaders instrumental in driving the evolution of school psychologists’ roles in educational systems and communities, shaping the science of school psychology, and bolstering innovation in the field. In particular, the Program emphasizes research-based practice, data-based decision making, integrative service delivery through a continuum of support to address the academic, social-emotional, and behavioral needs of all children and youth, and to support the educators and families in their lives. The Program prepares graduates who will be change agents in educational systems and who support evidence-based practice and organizational change to affect the greatest benefit in schools. We are dedicated to this work because we are deeply committed to dismantling opportunity gaps and ineffective, inequitable systems that do not serve students and families. Above all, we are committed to leveraging our comprehensive and collective expertise for the continuous improvement in research, practice, and education of future school psychologists.

Vision

The School Psychology Program will continue its national reputation for excellence by (a) directly responding to the needs of systems that serve children and youth and conducting research that informs practice, policy, and professional learning; (b) developing school psychologists who are leaders in scholarship and practice; (c) recruiting high-quality graduate students with diverse backgrounds (e.g., ethnicity, gender, and experience); (d) providing a rich graduate education in which students participate in varied experiences both in and out of the university classroom; (e) promoting knowledge and scientifically-based practices that recognize classrooms, schools, homes, and communities as critically important settings that influence outcomes for children and youth; and (f) promoting knowledge and scientifically-based practices that incorporate an ecological perspective to improve academic, social, behavioral, and emotional competence of children and youth.

The culture of the program fosters student and faculty success related to these goals. Faculty recruit students with whose diversity enriches the program and field, infuse research into every aspect of graduate preparation, mentor future faculty, obtain external funding for research and training, collaborate with students and colleagues to disseminate research, engage with the community, provide continuing education for school psychologists, and continue to strengthen supervised fieldwork. Faculty are committed to continuous improvement as professionals and as a program, which includes frequently modifying the curriculum and other dimensions of the program to ensure contextual relevance and integration of contemporary scholarly developments. Students actively seek opportunities to integrate and apply the knowledge and skills acquired through research and didactic training. They value, conduct, present, and publish research. Students and graduates aspire to be leaders in school psychology scholarship and practice.

Program Assumptions

There are nine assumptions that underlie the Program’s curriculum and applied experiences. These assumptions, which are reviewed annually by the faculty, are:
1. Psychology, as a behavioral science, makes important contributions to the educational success and wellbeing of children and youth. The range of school psychology’s impact includes, but is not limited to, the application of theory and research in the psychosocial development and learning of children and youth, social interaction processes, prevention and competence enhancement strategies, instructional intervention and program development, delivery of mental health services, and systems change, as well as contributions to the attainability of local and national education goals.

2. School psychologists fill a wide range of positions within the educational and psychological enterprises. We prepare practitioners, educators, and scholars who are committed to translating research and theory into practice. School psychologists are employed in various settings (e.g., schools, community and health care settings, universities) to promote optimal development, wellbeing, and educational success among children and youth.

3. School psychology is inherently interdisciplinary. School psychologists draw on a knowledge base including, but not limited to, educational, developmental, clinical, organizational, and community psychology in developing and applying theories, methods, and research to assess individual, group, and system needs. School psychologists also generate, implement, and evaluate prevention and intervention strategies; understand and respond to cultural diversity and individual difference; engage in collaborative consultation and interprofessional practice; and develop and evaluate policy.

4. Training and research are grounded in an ecological systems theory in which other psychological and educational theories are integrated to understand individual, group, and system functioning in a range of environmental contexts. The complex nature of behavior often cannot be accounted for by simple linear cause-effect relationships. The explanations are more likely dependent upon multiple causes that have multivariate linkages with observed behavior.

5. A school psychologist is responsible for integrating and explaining psychological theories and principles relevant to development and performance. School psychologists recognize that: (a) cognitive, social, and affective development are interrelated; (b) individuals bring the totality of their life experience to school; and (c) schools have a powerful influence on the lives of children and youth.

6. Schools, homes, and communities are critically important settings that influence development and academic, social, behavioral, and emotional competence of children and youth. Adults in these settings share responsibility in nurturing and socializing children and youth in an increasingly complex world. School psychologists must attend to the multiple contexts in which children develop, and work with other professionals to develop school-linked services to develop competencies and address risk factors.

7. Delivery of school psychological services is based on rigorous scientific methods of study and objective, reliable data collection. The scientific credibility of theories, measures, techniques, and intervention strategies should be established prior to their implementation. Science and practice are integrated.

8. The roles and functions of school psychologists are not to be conceived of as isolated, separate domains of expertise. The links among the major competencies (e.g., assessment-intervention, research-intervention) are emphasized in graduate preparation and other professional learning.

9. Training modalities include the formal curriculum, such as academic coursework, traditional research experiences, and field placements, as well as informal curriculum, including a wide variety of seminars and independent study projects. We assume students have different interests and personal goals,
which we strive to foster and develop. A wide range of community resources is available to facilitate goals of the program.

Program Goals & Competencies

The School Psychology faculty accept two broad aims of school psychological practice: (1) improving student competence and (2) building the capacity of systems to address the needs of children and youth. To this end, the program draws on competencies outlined by the American Psychological Association (APA)¹ and further informed by guiding principles in school psychology.² Accordingly, all program graduates are expected to develop the following competencies as part of their training for practice of school psychology and health service psychology under APA’s Standards of Accreditation, delineated in 9 goal areas:

1. Research
   - Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
   - Conduct research or other scholarly activities.
   - Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

2. Ethical and Legal Standards
   - Be knowledgeable of and act in accordance with each of the following:
     o the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
     o relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
     o relevant professional standards and guidelines.
   - Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
   - Conduct self in an ethical manner in all professional activities.

3. Individual and Cultural Diversity
   - Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
   - Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
   - Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

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² See NASP’s Standards for Graduate Preparation of School Psychologists at https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation
• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

4. **Professional Values and Attitudes**
   • Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
   • Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
   • Actively seek and demonstrate openness and responsiveness to feedback and supervision.
   • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
   • Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

5. **Communication and Interpersonal Skills**
   • Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
   • Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
   • Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. **Assessment**
   • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
   • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
   • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. **Intervention**
   • Establish and maintain effective relationships with the recipients of psychological services.
   • Develop evidence-based intervention plans specific to the service delivery goals.
   • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
   • Demonstrate the ability to apply the relevant research literature to clinical decision making.
   • Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
   • Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. **Supervision**
   • Demonstrate knowledge of supervision models and practices.
   • Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.
   • Apply effective supervision strategies to direct and indirect services in accordance with their own developmental level to promote supervisees’ effective practices.

9. **Consultation and Interprofessional Skills**
   • Demonstrate knowledge and respect for the roles and perspectives of other professions.
• Demonstrates knowledge of consultation models and practices.
• Apply appropriate consultation models and strategies to facilitate direct and indirect services and professional development.
• Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Program Curriculum

The Program is designed to provide students with broad training in educational psychology, along with specialized training in school psychology. As such, the Program’s coursework reflects foundational psychology and educational psychology courses, methods and statistics courses, and school psychology courses. Our curriculum is designed to develop critical thinkers versed in the broad theoretical and empirical foundations of psychology, and to instill the knowledge and skills necessary to be effective scientist-practitioners. Students learn research methods and statistics to support future research-based practice or research and teaching. Firm understanding of the domains are critical to effective research consumerism, application, and production as scientist-practitioner school psychologists. Our curriculum emphasizes research-based practice; thus, research and theory are the foundation for all didactic and applied experiences and all students in the school psychology program are trained to be scientist-practitioners. Original research factors heavily in all course materials. All students will learn to be active, lifelong research consumers; to conduct practice-based research; and to evaluate the effectiveness of their practices; and engage in synthesis and evaluation of research during their training. All students are expected to engage in rigorous scholarship—be it original empirical investigations or research syntheses—reflecting publishable quality design, analysis, and writing that can contribute to the school psychology knowledge base.

The Program emphasizes scholarship and service delivery to improve provision of multitier systems of support (MTSS) facilitating students’ academic, behavioral, and social-emotional development. The Program utilizes the World Health Organization’s definition of mental health, which defines it as a state of well-being in which a child realizes their own potential, copes with the normal stresses of life, learns and works productively, and connects with and makes positive contributions to their community. In this way, students develop optimal mental health when they are supported by compassionate and nurturing adults, are socially connected and competent, are emotionally resilient in the face of adversity, and are engaged in and succeeding in school. This definition emphasizes a whole child perspective in which social, emotional, and academic well-being all interact and combine to impact a child’s mental health status.

During their training, graduate students acquire knowledge and proficiency with assessment, intervention, and consultation practices that focus on preventing and responding effectively to academic, social, emotional, and behavioral difficulties that impair students’ performance within and outside of school, as well as cultivating positive environments and promoting individual assets, including academic skills and mindsets, that help students flourish and optimize their wellbeing.

Degree Tracks and Coursework

The School Psychology Program offers two tracks for graduate study within the Department of Educational Psychology: the Specialist Certificate (SC) and the Doctorate (PhD). A terminal master’s degree is not offered, nor is there a respecialization track for individuals with prior doctorates in other areas of psychology. Graduates of the Program (SC and PhD) will receive institutional documentation (i.e., a diploma) of completion of the Program. All students will complete a Master’s degree in route to the SC or PhD if they did not
previously complete an MA elsewhere.

The Program curriculum serves as the foundation for student evaluation activities described in Section VI. The sequencing of courses is intended to facilitate assessment-to-intervention linkages, opportunities to develop knowledge and skills needed to contribute to research-based MTSS and other school psychological services, and increasingly independent scholarship. Students develop knowledge and competencies through these courses. Other literature foundational to the program are provided in the Program-wide Required Readings. As of Fall 2017, written and oral exams address knowledge acquired in both the Program-wide Required Readings and track-wide required courses.

**Program Goals and Required Coursework**

Courses indicated by the * are required for PhD only. Courses indicated in gray text are applicable in multiple goal areas. The Program Canvas site contains course tracking tools.

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<thead>
<tr>
<th>GOAL AREA</th>
<th>ASSOCIATED COURSES</th>
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<tbody>
<tr>
<td>1. Research</td>
<td>☐ EPsy 8251: Methods of Data Analysis for Educational Research (3)</td>
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<tr>
<td></td>
<td>☐ *EPsy 8252: Methods of Data Analysis for Ed Research (3)</td>
</tr>
<tr>
<td></td>
<td>☐ EPsy 8822: Research in School Psychology (3 or *3x2)</td>
</tr>
<tr>
<td>2. Ethical &amp; Legal Standards</td>
<td>☐ EPsy 8821: Issues in School Psychology (3)</td>
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<td>☐ EPsy 8823: Ethics and Professional Standards (3)</td>
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<tr>
<td>3. Individual &amp; Cultural Diversity</td>
<td>☐ EPsy 5851: Engaging Diverse Students and Families (3)</td>
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<td>also EPsy 5221: Principles in Ed'l &amp; Psych Measurement</td>
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<td>4. Professional Values &amp; Attitudes</td>
<td>☐ EPsy 8813: Introductory Practicum (2x2)</td>
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<td>☐ EPsy 8818: Intermediate Practicum (2x2)</td>
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<td>5. Communication &amp; Interpersonal Skills</td>
<td>☐ *EPsy 8831: Comprehensive School Practicum (3)</td>
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<td>☐ *EPsy 8832: Advanced Practicum (3)</td>
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<td>☐ EPsy 8842/8843: Internship – School Psychology (1-2 per semester)</td>
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<td>☐ EPsy 8811: Assessment (3)</td>
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<td>☐ EPsy 8812: Assessment II (3)</td>
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<td>also EPsy 8819: Emotion &amp; Psychopathology</td>
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<td>☐ EPsy 8816: Academic Prevention &amp; Intervention (3)</td>
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<td>☐ EPsy 8819: Emotion &amp; Psychopathology (3)</td>
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<td>8. Supervision</td>
<td>☐ *EPsy 8841: Instruction and Supervision (3x2)</td>
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<td>9. Consultation &amp; Interprofessional Skills</td>
<td>☐ EPsy 8817: Problem Analysis &amp; Consultation (3)</td>
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<td></td>
<td>also: EPsy 8821: Issues in School Psychology</td>
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<td></td>
<td>☐ EPSY Core Course in Learning/Cognition (3)</td>
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<td></td>
<td>☐ *EPSY Core Course in Social Psychology or Learning/Cog (3)</td>
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Section II: Program Organization and Policy

School Psychology is an interdepartmental track granting two graduate degrees (Specialist Certificate [SC], Doctor of Philosophy [PhD]); a Master's Degree is required for each degree. School Psychology is housed administratively in the Department of Educational Psychology along with Special Education, Psychological Foundations of Education (PsyF), and Quantitative Methods in Education (QME). The Department of Educational Psychology is led by a Chair. The School Psychology Program is led by the Coordinator.

Program and Department Faculty & Staff

The School Psychology Program has several core faculty. All hold doctorates school psychology. Email is the preferred mode of communication. In addition, several department and college administrators and staff support students.

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<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email</th>
<th>ESB Office</th>
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<tbody>
<tr>
<td><strong>School Psychology Core Faculty</strong></td>
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<tr>
<td>Elyse Farnsworth, PhD</td>
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<tr>
<td><strong>Educational Psychology Administrators &amp; Staff</strong></td>
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<td><a href="mailto:ote@umn.edu">ote@umn.edu</a></td>
<td>-</td>
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</tbody>
</table>

Program Governance

Policies and decisions for School Psychology are made at regularly scheduled faculty meetings chaired by the Program Coordinator. Emergency meetings are occasionally called by the Coordinator. Agenda items are due to the Program Assistant one week in advance of scheduled meetings. Students may request topics be added to the agenda or attend the open portion of meetings, typically the first 30-60 minutes. A representative from School Psychology Student Association (SPSA), generally one or more of the co-Presidents, attends the open portion of the meeting, but all faculty and student personnel decisions such as fellowship nominations,
admissions, hiring, and discussion of individual student issues are made in closed session to protect individual privacy.

**Program Time**

Throughout the academic year, we will have regularly scheduled Program Time. During this time, all-program Roundtable, group advising (a.k.a., research lab/group), and SPSA programming are held. **All students not yet on internship or finished with their dissertations (whichever comes first) should plan to attend program time for the duration of the academic year, excluding university holidays, religious holidays, and winter and spring breaks.** Program time is held in ESB 325 unless otherwise indicated.

**Roundtable Meetings**

Faculty and students meet monthly during the academic year for Roundtable. Roundtable is co-facilitated by program faculty and student representatives. Topic ideas and student issues should be presented to appropriate SPSA representatives or the Program Coordinator. The meetings are designed to be informal yet structured conversations about relevant topics that could include professional development, program policies, procedures, student activities, etc. The standing agenda for the meeting is (a) celebrations and announcements, (b) questions/discussions, and (c) topical discussion. Although the meetings serve an important role in program communication, they are primarily viewed as a chance for faculty and students to regularly join as a community and engage in shared professional development.

**Group Advising**

In addition to the one-on-one mentorship provided by the student’s advisor, students will participate in Group Advising/Research Group/Lab until internship. Students are expected to engage in Research Group as an opportunity to learn about various research areas and subtopics, apply what they’ve learned elsewhere in their preparation, help others improve their work, and create accountability. Consistent engagement is strongly encouraged. Failure to consistently attend, actively participate, or complete tasks/assignments in a timely manner is generally associated with insufficient progress and professional development.

**Advising**

Each student is assigned an advisor upon admission to the program based on their track and, in the case of PhD students, identified interests relative to faculty fit and availability. All PhD students are advised by one of the tenure-track core school psychology faculty which allows students to benefit from professors’ research expertise as students design, conduct, and disseminate research. An advisor is the primary contact between the students and the program. The advisor, the DGS, and the DGS Administrative Assistant monitor student progress toward degree completion.

Some students may have research assistantships affiliated with their advisors; however, this is neither necessary nor guaranteed. Nonetheless, students are strongly encouraged to volunteer for collaborative research opportunities in order to gain research experience and deepen their scholarly development. In most cases, students will pursue required research projects that stem from this work.

Note, although students will have one formal advisor from among the program’s core faculty, we encourage all students to cultivate multiple mentors to support their academic, scholarly, applied, and personal
development. No one person can provide all the support needed to help students thrive but the range of formal and informal professional development opportunities students can access in and out of the program means that you will interact with numerous faculty, instructors, supervisors, researchers, practitioners, and students who can serve as mentors in varying capacities. If you are a member of professional organizations, you’ll also have opportunities to seek mentorship through formal programs and informal networking.

**The Advisor’s Role**

- The advisor monitors the student’s progress towards their degree, supervises the student’s required research activities, evaluates overall professional development, and provides academic advising regarding degree requirements and course selection.
- The advisor will help students to identify self-study tasks to facilitate scholarly development and preparation to undertake their research activities and exams.
- The advisor scaffolds the students’ research activities, provides ongoing feedback, and facilitates collaborative research opportunities.
- The advisor will monitor students’ professional development, recommend areas for improvement or supplemental learning, provide notice of foreseeable challenges, provide guidance throughout the degree planning and research processes, and provide constructive feedback on students’ written work.
- Advisors (and other faculty) may provide honest letters of recommendation when given sufficient notice. At least one month’s notice is recommended; late requests may not be feasible. Faculty are not obligated to provide letters of recommendation and may decline if not provided adequate notice or information, or when the requested recommendation is beyond the scope of their experience with a student.

Advisors are generally available via email and for one-on-one meetings throughout the academic year. As a rule, advisors are minimally available during the summer and oral exams are not permitted during this time without program approval. Students should meet with the advisor before the end of the spring semester of each year to plan for their research activities during the summer months. Students are expected to engage ongoing independent reading and research productivity during the summer months in order to continue scholarly development and maintain timely progress toward degree completion. Summer activities may entail ongoing independent reading and exam preparation, project planning, IRB applications, and writing.

Where students have failed to maintain ongoing advisor contact and sufficient progress in research projects during the academic year, they should not assume advisor availability during the summer months to recoup progress. Instead, guidance should be sought before the end of the spring semester to develop a detailed plan to promote productive independent efforts that can be completed throughout the summer.

**Expectations for Advisees**

**All Students**

- Students will meet regularly with their advisors (at least once per semester), taking responsibility for scheduling meetings as needed. Students should query advisors about their preference for minimum meeting frequency. Failure to maintain regularly scheduled meetings with one’s advisor typically results in delayed completion of milestones and insufficient scholarly development. As such, ongoing, regular engagement with one’s advisor is considered essential to professional development.
- Students will come to meetings with an agenda and any documents for review/signing.
● Students will take notes during advising meetings and follow through with identified tasks in a timely manner.

● Students will cancel meetings in a timely manner when unprepared to meet (e.g., when failing to make progress on previously agreed upon tasks). Barring extenuating circumstances (e.g., personal or family illness, accidents, transportation issues), students should notify regarding cancelations well in advance of the scheduled meeting time rather than waiting until the day of or after the meeting time.

● Students will engage in proactive problem solving, attempting to find answers and solutions. That said, students will ask questions and request assistance when needed.

● Students will let the advisor know when additional supports are needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, study skills training).

● Students will consult their advisors before deviating from the recommended course and milestone sequence for the SC or PhD tracks. Students are ultimately responsible for their own decisions and meeting all degree and program requirements, but advisors assist them in understanding alternatives.

● Students will complete several drafts of a manuscript before advancing to exam/defense, and often several drafts of each element of a project (i.e., section of MA manuscript, chapter of dissertation). We expect students to welcome and use feedback provided in a process of continuous improvement.

● Students will plan for advisor review time when preparing research manuscripts. Unless otherwise noted, students should allow 2 weeks for each draft review, and should incorporate allowance for a dozen iterations (or more) in timelines for completion of the research requirement.

● Students will obtain advisor approval before scheduling exams (i.e., MA oral or written exams, other oral exams) or prospectus meetings and before disseminating a document to their committee for those meetings.

● Students will obtain advisor approval for presentations, publications, and any extracurricular, volunteer, or paid activities that are psychological in nature while enrolled in the Program. For more information, see subsections below on Student Research and Professional Practice by Graduate Students.

**PhD Students**

● PhD students will familiarize themselves with faculty research, particularly their advisor’s, by fully reading their advisor’s articles and other published works, and other readings as directed. Students will engage in intensive self-study of the empirical, theoretical, and conceptual literature, particularly peer-reviewed publications, related to their identified areas of interest before initiating a research project.

● PhD students will take primary intellectual leadership on required research projects. This means students should identify project topics, research questions, methods, and analyses. While advisors supervise and provide feedback, students will engage in the necessary self-study to plan and carry out research plans. Students should not rely on advisors to plan their studies.

● PhD students will actively engage in collaborative projects with their advisors throughout their time in the program to gain substantive and methodological experience in school psychological research. Student participation in their advisor’s research activities are considered an essential element of scholarly development in our program.

**PhD Advisor Changes**

Advisor fit based on students’ identified research interest(s) is a primary determinant of doctoral students’ admission to the program; however, students may request a change in advisor using the Advisor Change Request Form. Students must meet with both the current and proposed advisor and obtain approval for the change before
submitting the form. Students should not assume requests to change advisors will be approved as faculty may decline the change request based on fit, availability, or other considerations. Students are strongly discouraged from seeking an advisor change after initiating a research project (e.g., after designing one’s MA project, prelim oral review, or dissertation study). Any advisor change is likely to result in delayed progress in research milestones as students often must engage in intensive self-study in the new research area that may delay initiation of projects by one to two semesters or more. Only under the most extenuating circumstances will advisor changes be granted after study is in progress.

Students may request co-advising by another member of the University with graduate advisory status when their area of interest is closely matched with expertise outside of the faculty in the program. It is preferred that students invite such individuals to serve on their examining committees and consult them while developing research projects. Co-advising arrangements are rare because students are admitted to the program based on fit with the program and program faculty research interests. When co-advising arrangements are permitted, the program faculty will serve as the primary advisor and will approve program requirements and forms.

**Student Conduct**

Students are expected to conduct themselves in a manner consistent with the standards and principles articulated in the ethics codes of the American Psychological Association (doctoral students) and the National Association of School Psychologists (all students). Ethical conduct is expected in all coursework, fieldwork, research, and other professional interactions, both within and outside of the Program. Students must also adhere to the University Student Code of Conduct. Student conduct is considered as a component of the annual review process and is subject to corrective action. In cases of severe or unremitting misconduct or lack of professionalism, the faculty may dismiss a student from the program.

**General Expectations for Student Success**

In addition to the expectations set forth in the ethics codes, the Program has the following expectations for all students:

**Professional Attitudes and Approaches**

- Students will embrace the **scientist-practitioner orientation** of the Program. We expect students to be open-minded, inquisitive, critical, and skeptical. Students will immerse themselves in developing not just their practical knowledge and skills, but knowledge of theory, research methods, and statistics in order to prepare themselves for their future roles in consuming, applying, producing, and disseminating research. All students are trained to be scientist-practitioners. Some may go on to other career paths—research, faculty, practice in community settings—but all are trained to be school psychologists who engage in scholarship and practice firmly grounded in scientific thinking and the science of school psychology. Failure to demonstrate a scientist-practitioner orientation in coursework, fieldwork, and research activities is grounds for remediation.

- Enrollment in the Program is a full-time commitment and should be treated as such. Consistent active engagement in Program requirements—courses, research, and fieldwork, program time—should take priority over assistantships and extracurricular activities. For students seeking to complete the specialist certificate in 3 years or the PhD in 5 years, timely completion of required activities, particularly the research requirements, will necessitate work outside of business hours and consistently throughout the calendar year. Students should expect to maintain ongoing effort on their research projects during breaks from class (winter, spring, summer) in order to complete the program in the recommended time frames (3-4 years for a MA/SC, 5-6
students will engage in effective study strategies to facilitate learning. Students are strongly encouraged to take notes on readings and class sessions. Handwritten notes, in particular, are most conducive to encoding and retention. When necessary, students will seek assistance from faculty or the Student Academic Success Services (SASS) to develop effective critical reading, note taking, study, writing, exam, presentation, or concentration skills. SASS also provides self-help and online materials to facilitate improvements in active class participation, assignment/project planning, motivation, perfectionism, time management, stress management, and procrastination. Students should proactively seek such assistance to improve functioning and performance. Individual consultation and workshops are also available.

**Participation & Engagement**

- Students will demonstrate professionalism in all training and university affiliated activities.

- Students will familiarize themselves with University, Department, and Program policies and requirements. Students are expected to thoroughly read the Department and Program handbooks and to familiarize themselves with the Program Canvas site. Students are expected to review the appropriate handbooks before querying faculty or staff about procedure, paperwork, or requirements.

- Students will consistently attend classes, fieldwork supervision, program time (e.g., Roundtable, Research Group), and program events (e.g., receptions). Barring extenuating circumstances (e.g., personal or family illness or emergencies), instructors should be notified in advance of any class or supervision absences. Excused absences and makeup work are only permitted for legitimate absences per university policy.

- Students will engage fully in courses, completing all assigned readings, participating actively and respectfully in class, and maintaining appropriate on-task behavior. To facilitate engagement and learning, social media use and other off-task behavior are prohibited during class sessions unless explicitly directed by instructors. Inappropriate classroom behavior is grounds for loss of class points and, in cases of chronic infractions, corrective action by the Program.

- Students will arrive promptly to classes and meetings and will engage in appropriate on-task behavior, demonstrate respect for speakers and guests, and complete assigned tasks on time and in adherence with any verbal or written instructions provided by faculty and instructors.

- Class and supervision should be a priority and should not be missed for assistantship activities, fieldwork, research, or extracurricular activities. Absences for research, extracurricular activities, or professional development (e.g., workshops, conferences) should be approved in advance, but are not generally permitted. When a student is absent, it is their responsibility to find out what makeup work is required and to submit it in a timely manner.
- Students will engage not only with required course and Program readings, but the broader school psychology literature and the profession (e.g., reading journals and new research articles, membership in professional associations, participation in professional conferences). Such activities cultivate commitment to lifelong learning.

**Research**

- Before engaging in research subject to oversight by the university's Institutional Review Board, including as a collaborator, students will complete necessary training as specified by the IRB. Students will submit and obtain IRB approval before initiating research projects involving human participants. All research activities will be conducted in a manner consistent with university policy and professional guidelines. See also, University Policy on Research Involving Human Subjects.

- Students will commit themselves to making timely progress in their required research activities. Students will schedule regular meetings with their advisor. When unavoidable obstacles are expected, the student will consult with the advisor to plan accordingly. Progress in required research activities (i.e., MA Plan B project, prelim oral, dissertation) should take priority over other research activities.

- Students will learn and master current APA style. All required research manuscripts, and, unless otherwise specified, class papers, should be written in APA style. This applies to all manuscript elements, organization and headings, writing style, grammar and usage, nonbiased language, mechanics, tables and figures, and citations and references. We expect students will read thoroughly the current edition of the APA Publication Manual and refer to it regularly when preparing papers.

- All students will produce high-quality research. Whether engaged in the synthesis and evaluation of existing research or the conduct of novel research studies, all students are expected to engage in publication-worthy scholarship.

- Students will obtain advisor approval for all research activities, including presentations and publications, even when the advisor is not a coauthor since the student completes such professional efforts as an affiliate of the University and the Program.

**Communication and Interactions**

- Students will check their UMN email regularly, as faculty, staff and the University use email for general and official communications. Students can generally expect responses to inquiries during normal business hours, allowing 2-3 business days for response. Faculty and staff are not generally available evenings and weekends.

- Students’ verbal and written communication (e.g., emails) will reflect appropriate academic etiquette, consistent with semi-formal behavior in a professional work environment. When in doubt, err on the side of formality. Students should be mindful of the tone of email communications, as these are professional exchanges that should convey your professionalism. As such, students should be appropriately courteous and solicitous of staff and faculty (e.g., politely request, rather than demand), and use complete sentences with correct grammar, spelling, and punctuation. All emails should contain a brief descriptive subject line; greeting (e.g., Hi Dr...., Dear..., Good morning...); a clear, concise body; and closing. Several illustrative examples are provided below.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
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<tbody>
<tr>
<td>Hi – I need to meet. I’ll stop by at 2 tomorrow? ~M</td>
<td>Hi Dr. Smith,</td>
</tr>
<tr>
<td></td>
<td>I have been drafting the method for my MA project and am having difficulty isolating an appropriate measure of Q. Based on my readings of X, Y, and Z, I am trying to</td>
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<tr>
<td>Message</td>
<td>Response</td>
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<tr>
<td>I need a permission number for EPSY 8000 ASAP. Thx.</td>
<td>Dear Alicia, I am in the process of registering for next spring. My degree plan indicates that I should be taking EPSY 8000. I’m forwarding below Dr. Smith’s email approval to take the course. Can you please provide the necessary permission number at your earliest convenience? Thanks, Marley</td>
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(Note: It is critical that you forward the instructor’s approval email in order to receive a permission number; do not email without it) |

| John, I don’t understand your comments. What does “XXXXXX” mean? Thanks, Marley | Dear John, Thank you for the helpful feedback on the last draft of my results section. I’m in the process of addressing all of the comments and suggestions, but there are a few I am unsure about regarding the presentation of effect sizes. Would you prefer I comment within the next draft or meet to discuss at your next availability? Best, Marley |

| Dear Dr. Smith, I’m not ready to defend next month. Can I get an extension? I’d like to defend by June 1. Thanks, Marley | Dear Dr. Smith, I’ve not made expected progress on my MA project so I am not going to meet the spring deadline for the full draft. I’d like to meet to discuss next steps so that I can get back on track by early fall. I’ve signed up for two appointment slots next Thursday. Is there anything you’d like me to bring to the meeting or send in advance to facilitate the conversation? My apologies, Marley |

| When is the next assignment due? | Check the syllabus and Canvas site – no direct communication is necessary unless due dates are not provided in the syllabus or Canvas site. |

| I’d like a redo or make-up assignment. Let me know what. Thanks! | Check the syllabus – no direct communication is appropriate unless allowance for re-doing assignments or make-up work is explicitly invited in the syllabus. |

- In addition, students should not send unnecessary emails to faculty or staff, such as requesting or confirming information provided in syllabi, assignment rubrics/guidelines, handbooks, Canvas sites/gradebooks, or university websites, or otherwise requesting information they can access themselves if applying appropriate problem-solving (via reading, web or library searches, etc.).

- Students will not make unreasonable requests of faculty, instructors, or staff, such as requesting
modifications to assignments or requirements, or requesting exceptions if not related to legitimate absences or disability, or other extenuating circumstances (e.g., pandemics). For exceptions to timelines for research requirements, the student must experience protracted legitimate absences or delays attributable to unavoidable and unpredictable external factors (e.g., delays in site approval for research, participant attrition, faculty absences/travel).

**University Policy on Research Involving Human Subjects**

The university requires that all research involving human subjects be cleared through proper channels. The student and student’s advisor must submit research proposals to the University Institutional Review Board (IRB) which must approve all proposals for research, even those using existing data. Students must receive approval for any independent research, including Master’s papers and doctoral dissertations, barring systematic reviews. Students are responsible for ensuring sufficient time to process this paperwork (1 to 2 months depending on exempt, expedited, or full review). Students are strongly encouraged to review IRB guidance materials.

**Background Checks**

Consistent with university policy, the Program requires all students to have background checks in place to complete fieldwork or do any research or other professional activities with minors. Students are required to submit proof when they begin the program and then every year with annual review.

*Side note:* Students may forfeit eligibility for GRAs or other awards funded by federal agencies—which is most of the funding available to students—if ticketed for texting or other device use while driving. Don’t text and drive.

**Professional Practice by Graduate Students**

No graduate student in the School Psychology Program shall engage in public activity, including presenting at seminars, conferences and workshops, course projects, and work as a volunteer within or outside of the university, in which they would represent the profession of psychology without the written permission of their advisor. The Program Approval of Outside Activities Form must be completed and submitted to the Program Assistant before beginning the activity. When considering any such activity, the student and advisor should ensure that the activity is commensurate with the APA and NASP code of ethics and with the student’s level of professional training. Activities must also be consistent with state rules and regulations governing the practice of psychology or school psychology as overseen by the MN Board of Psychology or MN Department of Education, respectively.

No unlicensed graduate student in the program shall engage in the unsupervised practice of psychology, including: counseling, psychotherapy, school consultation, or psychometric evaluation. Exceptions to this regulation can be made only by the advisor with the concurrence of the student’s advisor and only if the student by other training or experience has qualifications meeting existing professional standards in a specified domain of practice. Such standards would include holding the proper license or certificate if the student is working for a fee. Students should consult with the Coordinator regarding restrictions for provisional licensing in school psychology while pursuing graduate studies.
Students, even when engaged in permissible practices of consulting activity, are not to identify their affiliation with the Program or university by the use of university stationery, a university mention on a personal business card, email signature, etc., without the written approval of the advisor and the concurrence of the student’s advisor. When students engage in such approved activity, they may identify themselves only as a "graduate student in the School Psychology Program, University of Minnesota."

Students interested in engaging in volunteer activities that are psychological in nature should consult their advisor. Students may not make an oral or written commitment to provide services without prior approval from the advisor. Once students have committed to provide such services with the requisite approval, students are ethically obligated to follow through with their commitment barring extenuating circumstances, which should be discussed with the advisor.

**Nondiscrimination & Diversity**

The Program engages in nondiscriminatory practices in accordance with the University policy. Thus, all students are provided equal access to the Program, facilities, and employment without regard to any dimension of diversity. Diversity is an evolving concept that includes, but is not limited to, differences based on: ability (cognitive and physical), age, language, socioeconomic status, gender (expression, identity, and roles), sexual orientation, ethnicity, national origin, race, religion, political ideology, marital status, cultural values and beliefs, personal values, and cultural background. The Program endorses the following mission with respect to multiculturalism and diversity:

Our mission concerns the fundamental rights, dignity, and worth of all people, and our goal is to achieve a climate that honors and respects all individuals. In order to create such a climate, the program promotes cultural mindfulness and self-reflection, and encourages students to seek knowledge on topics related to diversity. Within an ecological framework, the School Psychology program promotes multiculturalism at the individual, group, and systems-level. Our mission reiterates the University of Minnesota’s Graduate School commitment to promoting cultural diversity. In alignment with the National Association of School Psychologists (NASP) Practice Model and the American Psychological Association's (APA) core values, we strive to foster knowledge of diversity, multicultural research, and evidence-based practice related to diversity. Our mission reiterates NASP’s nondiscrimination and equal opportunity policy and APA’s Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists.

For more information, see our Diversity Mission Statement.

**Grievance Procedures**

The School Psychology Program strives to create an environment in which students feel respected and supported. However, should students have grievances with the Program, they have multiple avenues for resolution:

- Attempt to resolve your grievance informally by speaking directly with the faculty member whose actions are of concern. Concerns should be addressed promptly with the individual.
- Attempt to resolve the grievance informally by meeting with the Program Coordinator, Department Chair, or relevant CEHD administrator to discuss potential solutions.
- Consult the University’s Student Conflict Resolution Center’s website or staff to identify potential resources and informal solutions. SCRC services are free and confidential, and can be used in cases of informal or formal grievances (e.g., discrimination, grading disputes, academic incivility, scholastic misconduct) and disciplinary
School Psychology Program proceedings. SCRC has advocates and ombudsman services available to assist students. Graduate assistants may also consult with the University’s Office of Conflict Resolution, which provides resources and support to university employees.

- File a formal written grievance, either by email or hard copy, with the Program Coordinator to initiate formal resolution within the program. The written grievance should include the nature of the complaint and identification of the parties involved. When a grievance is filed, the Coordinator will set up a meeting with the student within 10 business days of receipt to discuss potential resolution. With the exception of minor situations resolved in the initial conversation, the Coordinator will discuss the issue at the next Program meeting. The student may request not to be identified in this discussion. Alternatively, the student may attend to share their perspective on the matter and participate in the discussion of potential solutions. Depending on the nature and severity of the grievance, the Coordinator may enlist the services of the Student Conflict Resolution Center or Office of Conflict Resolution, particularly when mediation, ombudsman services, or a due process hearing is warranted. In all cases, the Coordinator will attempt to resolve the matter efficiently and in keeping with University policies and professional ethical standards and guidelines for training.

Any actions taken to resolve the situation will be documented (i.e., actions, dates/timelines, individuals involved, any necessary follow up or monitoring) and both the original grievance and resolution will be filed with the Program. The student may append these documents with a statement of agreement or disagreement with the resolution. All records of grievances may be reviewed by APA as part of the Program’s accreditation process.

At any point, students may informally consult or seek support from the Program Coordinator, their advisor, or other faculty about the issue at hand.

**School Psychology Student Association (SPSA)**

SPSA is a formal student group that was organized in 1992-93 school year to promote student engagement in the Program and in the field of school psychology. SPSA focuses on professional development in a fun and relaxed atmosphere. Additional information on and resources from SPSA are provided on the Program Canvas Site. All School Psychology students are strongly encouraged to participate in SPSA. Annual dues are collected each fall by the SPSA Treasurer or President. Dues provide funds to support the activities of the SPSA committees. The amount of dues will be announced each fall. SPSA officers represent students at Program Faculty Meetings and plan additional programming and social events.

**Student Service to the Program**

Students are asked to contribute to the overall functioning of the Program. This request is consistent with committee work or professional service required of a school psychologist who is employed in school and community settings. The following activities satisfy this requirement: officer or executive board in SPSA, SPSA committee member, ad hoc committee member, and participation in School Psychology Program events. However, this list is not exhaustive, and each student is encouraged to identify an area of service that will strengthen the School Psychology Program.

**Program Resources**

**Canvas Canvas Site**

Canvas is an online course management system used for online courses and content. The Program maintains a
Canvas site for program materials, forms, and resources. Many instructors and professors also use Canvas for their courses, whether in person or online. Students can access Canvas through myu.umn.edu using their internet password and ID. To access the Canvas site for the first time, students may need to contact the School Psychology Program Assistant. Thereafter, the Canvas site will be listed as one of the courses in the My Courses window and will also be listed in ‘my Courses & Teaching’ on the MyU website. On the Canvas site, students can download important program forms and documents. Students should regularly revisit or opt to receive updates because the Announcements page is used to share news, opportunities, and other announcements (e.g., scheduling, policy updates).

Canvas is also the learning management system used for courses. You can learn more about using Canvas by watching the following videos:

- Canvas Overview
- Update Your Profile
- Update Your Notification Preferences
- Communicate with Your Instructor and Peers
- Participate in Discussions
- Keep Track of Assignments Due
  ○ Guide: Add the Canvas Calendar to Your Google Calendar
- Submit Your Assignments
- Participate in a Group
- Check Your Grades
  ○ View Assignment Feedback from Your Instructor
- Canvas Student App

You can also learn more about the features of the Canvas learning management system by reading their guide for students. Find it here

School Psychology Resource Library

The Educational Psychology Resource Library, located in 350D ESB, is maintained for faculty and students to use both as a resource and a gathering location. This room contains books, some intervention materials, references, journals, research reports, Master’s theses, doctoral dissertations, coursework readings, and computers. Books and journals are not available for checkout, but may be temporarily removed for photocopying. All other resources are available for checkout using the posted procedures. There are testing materials stored in the Resource Library that are signed out for coursework. Please see the course instructor to access these materials. Although students may use these materials during their practicum experiences, no resources may go with students on their internships. Students are responsible for all materials they check out, and will be held accountable for missing or damaged materials. The Resource Library is maintained and new materials are purchased with fees collected from students. Purchases are made with input from the Student Resources Committee of the School Psychology Student Association and approval of the Coordinator.

Testing/Intervention Materials

All testing equipment and some intervention materials are kept in 350D ESB and may be checked out by students only with approval from a faculty member, generally instructors of assessment and intervention courses or Fieldwork Coordinator. Students need to plan well in advance when they may need the materials. The assessment materials will be checked out according to the following priority: (1) assessment coursework,
(2) practica, (3) school psychology faculty, (4) other student needs, and (5) educational psychology faculty. Students are responsible for all materials they check out. Students will be held accountable for missing or damaged materials. Materials are to be used only for sanctioned training activities. Although students may use these materials during their practicum experiences, no resources may go with students on their internships. Use of program materials in places of employment or other non-program related activities is not generally permitted.

**Loss of Property:** The Educational Psychology Department maintains a current inventory of assessment devices and intervention materials. In many cases, these are quite expensive to purchase. The materials are available for students to borrow. Students are responsible for the materials they borrow. Therefore, in the event of loss or theft, students are responsible for replacing the materials. Because of this policy, we encourage students to verify that their homeowner’s or renter’s insurance would cover the replacement costs of assessment devices and intervention materials. Should you have questions about the costs of materials, please see the instructor for the class.

**Kim M. & David Cooke Research Grants**

Students may apply for a Cooke Research Grant to offset research costs. Research projects must be consistent with the program orientation. Priority is given to students’ required research projects (i.e., dissertations and MA projects) and projects for which students do not have other sources of funding. Funding is limited to costs necessary to conduct a study (i.e., intervention materials, assessment materials, participant incentives, protocols). Travel expenses and payment for data collection, transcription, coding, etc. are not permitted. Applications are reviewed at each program faculty meeting throughout the year. Students are encouraged to submit applications early in the academic year since limited funds are available and once expended no more awards can be made until the following September. For information on the 1-page application and selection processes, see the program Canvas site.

**Program Listservs**

The program maintains multiple listservs for current and past members of the Program.

- **Schlpsych-all@lists.umn.edu** is a university listserv of all program faculty and students. School Psych Alumni is an optional university listserv of program graduates. This listserv is used to share program and department announcements, opportunities, and resources.

- **Schlpsychstudents@lists.umn.edu** is a university listserv of all current students. All students may send messages to this listserv.

- **Schlpsych-guru@lists.umn.edu** is a moderated university listserv for graduates of the program through which announcements (e.g., events) and solicitation of input are shared.

- **Schlpsych-opportunities@umn.edu** is a Google Group used to share announcements for positions, fellowships, and other professional opportunities and is primarily intended for alumni and soon-to-be graduates. Anyone is welcome to join.
After you’ve checked the handbook(s) and/or websites, who can you go to for answers?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental requirements or paperwork</td>
<td>Alicia Vegell or Lori Boucher</td>
</tr>
<tr>
<td>Program procedures or paperwork</td>
<td>Alicia Vegell</td>
</tr>
<tr>
<td>Program/track requirements</td>
<td>Elyse (SC) or Amanda (PhD)</td>
</tr>
<tr>
<td>Practicum or internship</td>
<td>Elyse or Annie (if re: the consortium)</td>
</tr>
<tr>
<td>Personal degree planning or research</td>
<td>Your advisor</td>
</tr>
<tr>
<td>Approval of outside activities</td>
<td>Your advisor</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Amanda</td>
</tr>
</tbody>
</table>

Section III: Specialist Certificate

The Specialist Certificate requires a minimum three-year program of study of **60 graduate semester credits**, including the Master’s degree (See Section V) with a major in Educational Psychology. Per Graduate School policy, all courses counted toward the SC must be taken within five consecutive years, beginning with the earliest coursework on the Graduate Planning & Audit System (GPAS) planner.

Program Approval

The School Psychology Program is approved by the National Association of School Psychologists (NASP/CAEP). As such, the Program requires that SC students have a minimum of three years of full-time study (typically, two years of coursework and one year of internship) at the graduate level with at least 60 semester credits. The SC-track has been designed to operationalize the skills and competencies articulated in the NASP Standards for Graduate Preparation of School Psychologists.

Degree Planning

The Program curriculum and corresponding required courses are described in the previous section. The Program recommends students work from the suggested 3- or 4-year sequence in order to meet all department and program degree requirements in the necessary order (e.g., completing core courses before attempting the comprehensive written exam) in order to avoid unwanted delays in degree completion. Proposed deviations should be discussed with the student’s academic advisor and coordinator and may result in delays in progress towards degree completion. Students should also discuss potential enrollment beyond 14 credits with their advisor. SC students should plan for 1 course (3 credits) meeting departmental learning/cognitive core course requirements and 2 electives towards a self-identified specialty area (e.g., literacy/reading, mathematics, intensive intervention, mental health services). SC students are strongly encouraged to use their elective credits, in conjunction with the Master’s project, to develop a specialty area.

SC students must take a total of 60 total credits during their three years of study. The recommended 3-year course sequence assumes students will enroll in 14 credits during each of their first 4 semesters in the program, and 4 total credits of internship. All students must take a minimum of 1 internship credit per semester of their internship year. If SC students enroll in more than the recommended 56 credits during their first two years in the program (i.e., by taking additional electives or summer credits), they may enroll in 1 credit per semester of internship, as long as the total number of credits accrued while in the program is at least 60.
## Sample Course Sequences

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
<th>Year</th>
</tr>
</thead>
</table>
| 1    | EPSY 8821 (3 cr)  
EPSY 8811 (3)  
EPSY 8813 (2)  
EPSY 5221 (3)  
EPSY 8251 (3)  | EPSY 8815 (3)  
EPSY 8816 (3)  
EPSY 8817 (3)  
EPSY 8813 (2)  
EPSY core/elect. (3)  | EPSY 8821 (3 cr)  
EPSY 8813 (3)  
EPSY 8816 (3)  
EPSY 8817 (3)  
EPSY 8813 (3)  | EPSY 8821 (3 cr)  
EPSY 8822 (3)  
EPSY 8251 (3)  | 1 |
|      | Total credits: 14            | Total credits: 14                      | Total credits: 11             | Total credits: 11                      |      |

MA Plan B - reading and discussion of potential topics in RG, advising

| 2    | EPSY 8812 (3)  
EPSY 8818 (2)  
EPSY 8822 (3)  
EPSY 8215 (3)  
EPSY 8823 (3)  | EPSY 5851 (3)  
EPSY 5819 (3)  
EPSY 5818 (2)  
EPSY core/elect. (3)  
Elective (3)  | EPSY 8251 (3)  
EPSY 8812 (3)  
EPSY 8818 (2)  
EPSY 8823 (3)  | EPSY 5851 (3)  
EPSY 5819 (3)  
EPSY 5818 (2)  
EPSY core/elect (3)  | 2 |
|      | Total credits: 14            | Total Credits: 14                      | Total credits: 11             | Total credits: 8-11                     |      |

MA Plan B project initiated by September.  
MA Plan B written exam by May.

| 3    | EPSY 8842 (2)  | EPSY 8842 (2)  | EPSY 8822 (3)  
EPSY 8815 (3)  
EPSY 8831 (3)  
EPSY core/elect. (3)  | EPSY core/elect. (3)  | 3 |
|      | Total credits: 2            | Total credits: 2                      | Total credits: 6-12             | Elective (3-9)                     |      |

Comprehensive exam in August.  
Praxis complete by May.  
Portfolio complete by May.

| 4    | EPSY 8842 (2)  | EPSY 8842 (2)  | EPSY 8842 (2)  | EPSY 8842 (2)  | 4 |
|      | Total credits: 60             | Total credits: 2                      | Total credits: 2                    | Total credits: 2                     |      |

Total credits: 60

MA Plan B project initiated by September.  
Comprehensive exam in January.  
MA Plan B written exam by May.

Fieldwork

SC students will complete 4 semesters of practica in one placement per year prior to internship. When completing practica, students are to comply with the policies and procedures set forth in the Fieldwork Handbook available on the Program Canvas site. Practica are coordinated by the Fieldwork Coordinator and supervised by program faculty for EPSY 8813, 8818, 8831, and 8832. Placements are arranged through the Field Coordinator. Completion of specific fieldwork requirements for the Portfolio can be fulfilled during school practicum or internship and the completion of these requirements must be documented on the requisite forms.
Internship

Successful completion of the internship and all internship requirements in the third year of the program is necessary to receive the specialist certificate, which is the basis for eligibility for credentialing as a school psychologist. Internships are educational experiences that carry a number of expectations and requirements that must be met in order to successfully complete internship. Any internship placement is predicated on shared understanding that interns are trainees subject to all of the educational requirements of the program, including completion of a portfolio and all requirements of EPSY 8842, as specified in site agreements and other program documentation. When completing internship, students shall comply with the policies and procedures set forth in the Fieldwork Handbook and participate in regularly scheduled university supervision. The internship requires a minimum of 1,200 hours (Note: At least 600 hours must be in a school setting where interns have access to general education students).

Internship Eligibility

Coursework and MA requirements, including the MA written exam for the Plan B project, must be completed before students begin internship. In order to be eligible to apply for internships, students must be on track to complete the MA Plan B written exam by the end of spring semester before they intend to begin internship. SC students must obtain approval from their advisor and fieldwork coordinator before applying for internships. The MA written exam requires the MA examining committee to pass the student’s MA Plan B manuscript as meeting program requirements and expectations for the MA Plan B project.

Students off-track in MA milestones should discuss progress towards completion before spring midterms/spring break. Any fieldwork hours completed before the MA exam and before the official start of internship are practicum hours only, must be unpaid, and must be completed while enrolled in appropriate practicum credits (EPSY 8831), not internship credits.

Students are strongly encouraged to attend the fall internship planning meeting if they plan to complete their internship requirement in the fall of the following year.

Internship Enrollment

Students register for internship credits while completing internship and will receive a grade of K until all internship requirements are complete. Registration implies liability protection by the University. School Psychology interns are employees of the internship site and, therefore, receive funding through the employing agency. Benefits (e.g., health insurance) may or may not be included. The prospective intern should inquire about the provision of benefits by the district during the application/interview process.

For students who apply for an internship in MN, an equivalent of one school year limited intern license is required and available through the MN Department of Education. Students completing internships outside of MN are responsible for determining any applicable credentialing requirements.

Graduate Planning and Audit System (GPAS)

By the beginning of the third semester, students must submit the Graduate Planning & Audit System (GPAS) planner for their Specialist Certificate. The GPAS is available online via the student MyU portal page under the Academics tab, on the Degree Progress sub-tab. The student lists all completed and planned coursework required for the degree, including those courses listed on the Master’s GPAS planner. Once you submit the plan, it will be automatically routed to the student’s advisor and department Graduate Program Coordinator (GPC). The plan is then routed to the Graduate Student Services and Progress Office for final approval. After
filing, it is possible to make changes to the program by a petition approved by the student’s advisor and the DGS.

The Specialist Certificate Program consists of the coursework for Master’s plus additional credits to total 60 and must include 3 credits of research methods. Students must earn a minimum GPA of 2.80 for courses listed on the student’s official program. At least two-thirds of the credits completed in the UMN Graduate School, and all taken to fulfill department core requirements, which are included on the GPAS planner must be taken under the A-F system.

With approval of the student’s advisor, DGS, and Graduate School, students may be permitted to transfer up to 50% of the coursework listed on the GPAS planner. Please consult the Graduate Education Catalog and the Uwide Policy Library for policy details. To transfer courses to meet Educational Psychology core requirements, submit an internal petition form. For courses outside the University, include a syllabus for review. If approved, requirements will appear as satisfied on the GPAS planner. To transfer courses to meet School Psychology requirements, submit course syllabi to your advisor. The student’s advisor will send an email to the program assistant & DGS assistant with approval. If approved, requirements will appear as satisfied on the GPAS planner. Substitutions should also be listed on the Annual Review Progress Chart.

Note: If admitted prior to Spring 2013, your GDP will be loaded into GPAS. To make changes to existing Graduate Degree Plan students will need to contact the DGS assistant.

Special Field Preliminary Examination

The SC Special Field Exam requires students to demonstrate their knowledge and competencies across coursework, fieldwork, and other evaluation activities requiring the synthesis of information across the curriculum. The Special Field Exam requires the following:

1) **School Psychology Coursework:** B- or better on all required final exams and course grades for School Psychology courses; or demonstrated competence in that area as determined by the student and advisor (e.g., students may be asked to retake a comparable final exam devised by the course instructor and advisor or write a paper in the content area)

2) **Educational Psychology Coursework:** B- or better for course grades in all Core Courses that meet the Educational Psychology requirements; or demonstrated competence in that area as determined by the student and advisor (e.g., students may be asked to retake a comparable final exam devised by the course instructor and advisor or write a paper in the content area)

3) **Comprehensive Written Examination:** Passing designation on the Comprehensive Written Examination.

4) **School Psychology Praxis Examination:** Passing score on the School Psychology Praxis Examination, which would also make them eligible to apply to be a nationally certified school psychologist upon completion of the SC program.

5) **Portfolio:** Passing score on the Portfolio rubric by the completion of internship placement.

When students have fulfilled all these requirements listed above, they should complete the SC Special Field Prelim Requirements Form with their advisor, which documents that all special field requirements have been met, and submit it to the Program Assistant. Then, students can request the Graduation Packet from the Graduate School, in which the Final Examination Form can be found and completed by the Examining Committee.
Examing Committee

For the SC Final Examination Form, an examining committee includes 3 school psychology faculty members. Specialist committees will be comprised of the SC advisor, program coordinator, and one other school psychology faculty member. A form to propose examining committee members is submitted online via the Graduate School website. If students wish to make changes to their committee, they will need their advisor’s and the new committee member’s approval. As a courtesy, students should be sure to inform any committee members that they are dropping. Changes are submitted online.

Section IV: PhD

Program Accreditation & Approval

The PhD program is accredited by the American Psychological Association (APA) and approved by NASP. Questions related to the program’s APA-accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Residency & Time to Completion

The doctoral program is designed as a minimum five-year program of full-time study that requires the completion of a minimum of 90 graduate semester credits. The first three years are devoted primarily to completion of coursework and must be full-time. Per APA requirements, at least two years must be at the University of Minnesota; one year must be full-time in residence. Per Graduate School policy, students have eight years from initial enrollment to complete all degree requirements. Students must maintain good academic standing and complete annual review requirements yearly (see Section VI).

Degree Planning

The Program curriculum and corresponding required courses are described in Section I. The Program recommends students work from the suggested 5- or 6-year sequence in order to meet all department and program degree requirements in the necessary order (e.g., completing core courses before attempting the comprehensive written exam) in order to avoid unwanted delays in degree completion. Proposed deviations should be discussed with the student’s academic advisor and coordinator and may result in delays in progress towards degree completion. Students should also discuss potential enrollment beyond 14 credits with their advisor. PhD students should plan for 2 courses (6 credits) meeting departmental learning/cognitive and social/personality core course requirements and multiple electives towards a self-identified specialty area. PhD students are strongly encouraged to use elective credits for supplemental coursework in research statistics and methods. In particular, PhD students are encouraged to complete additional stats and methods courses in their third year to bolster knowledge and skills for dissertation success and general scholarly
Sample Course Sequence and Milestones – 5 year
(grey = optional)

<table>
<thead>
<tr>
<th>Year</th>
<th>Example A (diss defense before internship)</th>
<th>Example B (diss defense during internship)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>1</td>
<td>EPSY 8821 (3 cr)</td>
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<tr>
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</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td>EPSY 8215 (3)</td>
<td>EPSY core/elect. (3)</td>
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<td></td>
<td>EPSY 8823 (3)</td>
<td>Elective (3)</td>
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<td>MA Plan B written exam by May.</td>
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<tr>
<td>3</td>
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<td></td>
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<td>EPSY 8888 (≤7)</td>
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<td>Prelim oral exam passed by May.</td>
</tr>
<tr>
<td>4</td>
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<td></td>
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<td>EPSY 8888 (≤7)</td>
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<td>EPSY 8993 (≥1)</td>
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<td></td>
<td>Portfolio complete by May.</td>
<td>Portfolio complete by May.</td>
</tr>
</tbody>
</table>

Note: ^ to be considered a full-time student (to maintain full financial aid eligibility and defer student loans), students must enroll in at least 6 credits/semester - in which case students should enroll in EPSY 8842 (1), EPSY 8822 (3) in fall, and remaining dissertation credits, as well as EPSY 8993 as needed. EPSY 8843 is a full-time equivalent credit that can only be used if dissertation is defended.
Sample Program Core Course Sequence and Milestones – 6 year

Note: This does not include electives. Purple = optional as these courses may be taken other semesters or years. Students enrolled full-time are encouraged to enroll in EPSY 8993 for the remaining credits up to 14.

<table>
<thead>
<tr>
<th>Year</th>
<th>Example C (comp exam after year 2)</th>
<th>Example D (comp exam after year 3)</th>
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<td>MA project deferred to years 2-3</td>
<td>MA project deferred to years 2-3</td>
</tr>
<tr>
<td>2</td>
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<td>Comp written exam in August.</td>
<td>Comp written exam in August.</td>
</tr>
<tr>
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<td>EPSY 8831 (3)</td>
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<td>MA Plan B written exam by May.</td>
<td>MA Plan B written exam by May.</td>
</tr>
<tr>
<td>4</td>
<td>EPSY 8822 (3)</td>
<td>EPSY 8822 (2)</td>
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<td>Prelim oral exam passed by May.</td>
</tr>
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<td>EPSY 8888 (8)</td>
<td>EPSY 8888 (8)</td>
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<tr>
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<td>Total credits: ≥1*</td>
<td>Total credits: ≥1*</td>
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<tr>
<td></td>
<td>Dissertations defended by May.</td>
<td>Dissertations defended by May.</td>
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<tr>
<td></td>
<td>Portfolio complete by May.</td>
<td>Portfolio complete by May.</td>
</tr>
<tr>
<td>6</td>
<td>EPSY 8843^1/2 (1)</td>
<td>EPSY 8843^1/2 (1)</td>
</tr>
<tr>
<td></td>
<td>Total credits: ≥1*</td>
<td>Total credits: ≥1*</td>
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</tbody>
</table>

Note: EPSY 8843 is a full-time equivalent credit that can only be used if dissertation is defended before internship.

* to be considered a full-time student (to maintain full financial aid eligibility and defer student loans), students must enroll in at least 6 credits/semester

Timelines & Scheduling of Oral Exams

- To maximize the efficiency of their study time, students are encouraged to take the Praxis exam near the
written exam.

- Students are encouraged to complete their written and oral preliminary exams in the fall or spring of their third year. To facilitate timely completion of milestones, the oral preliminary exam may be scheduled as early as two weeks after the written examination administration.

- The dissertation prospectus meeting may be scheduled as early as one week after the oral preliminary exam. With advisor approval, students may prepare their oral preliminary paper and dissertation prospectus concurrently, and while preparing for written exams. In exceptional cases, with advisor and committee approval, the oral prelim and prospectus may be scheduled to be on the same day.

- PhD students are required to have passed their dissertation prospectus before they can apply for internships. Note, students will be eligible for more accredited internship sites and be more competitive applicants if they are on track to complete their dissertations before beginning internship.

Delay of required oral and written exams may result in delays in degree completion.

Students may schedule oral exams for the MA Plan B project, preliminary oral exam, thesis planning/prospectus, and dissertation only during the fall or spring semesters. Any exams/meetings must be held by the end of final exams, Monday-Friday, during regular business hours. In order to be considered for exam readiness, students must submit full drafts of the MA Plan B project, prelim oral paper, thesis planning/prospectus, or dissertation to the advisor no later than 1 month before the final allowable exam date. If the student has not submitted a fully developed manuscript to the advisor by this date, they should work with the advisor to plan for summer independent research activities to recoup progress and complete the oral exams in the fall semester.

The Program does not permit scheduling of oral exams outside of the official semester calendars (i.e., after the final Friday of final exams) except under extenuating circumstances (e.g., illness or welcoming a child during academic year; committee unable to schedule during semester). In such instances, a written petition for an exception in scheduling must be submitted in writing to the program assistant before November 1 for a winter exam or May 1 for a summer exam to be voted on by the program faculty. If approved, the student may, in consultation with their advisor, schedule with the committee.

**Timelines for Dissertation Completion**

Doctoral students must take a total of 24 credits of EPSY 8888. Students may petition to enroll in up to 6 credits of early doctoral thesis credits once they have passed the MA oral defense and written preliminary exam. Remaining EPSY 8888 credits are not to be taken until after the oral preliminary exam is passed. Students who will not complete the dissertation final oral exam before internship may save dissertation credits until internship year. Students should register at least one doctoral thesis credit (EPsy 8888) each semester until all requirements for the dissertation have been completed. Once the student has completed 24 dissertation credits, they should register for EPSY 8822 and/or 8993. Failure to comply with the mutually agreed upon deadlines will jeopardize the student’s status in the program or the Graduate School.

See [Internship Credits and Enrollment](#) for sample semester credit enrollment.

**Predissertation Research Requirement for Students with Prior Master’s Degrees**
Students with Master’s degrees from other institutions or programs will complete a predoctoral research project under their advisor’s supervision before attempting preliminary exams. Per department policy, this project must be an original research project that involves original data analysis. It must meet the Program's general standards for rigor and preparation of a MA Plan B project, but final approval is determined by the advisor and one other core program faculty member who is a doctoral advisor.

Fieldwork

Doctoral students complete a sequence of four yearlong practica placements and a full-time internship of a minimum of 1,500 hours. Introductory (EPSY 8813), intermediate (EPSY 8818), and comprehensive practica (EPSY 8831) must be in school settings; advanced practica (EPSY 8832) may be in a non-school setting approved by the program, but a school is encouraged. All placements must be approved by the Program’s Fieldwork Coordinator. When completing practica and internship, students must comply with the policies and procedures set forth in the Fieldwork Handbook. Practica are coordinated by the Fieldwork Coordinator and supervised by program faculty for EPSY 8813, 8818, 8831, and 8832. Completion of specific fieldwork requirements for the Special Field Prelim Requirements can be fulfilled during school practicum or internship and the completion of these requirements must be documented on the requisite form.

Internship

Successful completion of the internship is necessary for the PhD degree. Internships are educational experiences that carry a number of expectations and requirements that must be met in order to successfully complete internship. Any internship placement is predicated on shared understanding that interns are trainees subject to all of the educational requirements of the program, including completion of a portfolio and all requirements of EPSY 884/8843, as specified in site agreements and other program documentation, including participating in regularly scheduled university supervision.

Although a minimum of 1,500 internship hours is required by the program (≥600 in schools including general education), individual internship sites may require more hours (e.g., 2,000 hours). Further, students who may be interested in seeking licensure outside of Minnesota may need to complete more than 1,500 hours in order to be eligible for professional psychology licensure. Students should discuss such plans with the Fieldwork Coordinator, advisor, and site supervisor(s) to ensure adequate preparation. Students are strongly encouraged to attend the fall internship planning meeting if they are planning to complete their internship requirement in the fall of the following year.

Coursework and preliminary exams must be completed before students go on internship. Students will complete their prospectus before applying for internship, and whenever possible, to complete their final oral defense before beginning internship. However, students may complete their internship before or after their final oral defense. This decision should be made in consultation with the student’s advisor. If the student elects to complete the final oral exam prior to internship, department policy states the student must complete internship within 18 months of the final oral examination.

Per APA Standards for Accreditation, the Program assumes (but does not require) that students will pursue accredited internships and licensure to practice professional psychology. Students interested in obtaining an APA- or APPIC-accredited internship or licensure as a professional psychologist in addition to or instead of state school psychology certification should seek supervision by licensed psychologists for all fieldwork. Plans for accredited internship or licensure should be discussed with the Fieldwork Coordinator as early in the program of study as possible.
For students who apply for an internship in MN, an equivalent of one school year and reimbursable Limited Intern License is required. The application forms can be downloaded at the Minnesota Department of Education website. Students completing internships outside of MN are responsible for determining any applicable credentialing requirements.

School Psychology interns are employees of the internship site and, therefore, receive funding through the employing agency. Benefits (e.g., health insurance) may or may not be included. The prospective intern should inquire about the provision of benefits by the district during the application/interview process.

**Eligibility for Non-School-based Internship Placements**

Under our NASP approval, students are expected to complete school-based internships. For students interested in non-school-based internships (e.g., hospital or clinical settings), this requirement can be met via a minimum 600-hour fieldwork placement in which supervision requirements and learning outcomes (e.g., assignments, supervisor ratings) commensurate with internship placement are met. This could take place during students' third year or later, but is only necessary for students who intend to pursue internship placements outside of schools. Such plans should be discussed with the Fieldwork Coordinator as early in their degree plans as possible.

**Internship Credits and Enrollment**

Students have two credit options during internship year depending on their dissertation status and whether they seek to enroll minimally part-time (1 credit/semester) or full-time.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Minimum Enrollment During Internship</th>
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<tbody>
<tr>
<td></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>If you defended before September of internship year</td>
<td>EPSY 8843 (1 cr)</td>
<td>EPSY 8843 (1)</td>
<td></td>
</tr>
<tr>
<td>If you defend by January of internship year</td>
<td>EPSY 8842 (1)</td>
<td>EPSY 8843 (1)</td>
<td></td>
</tr>
<tr>
<td>If you defend in spring semester of internship year</td>
<td>EPSY 8842 (1)</td>
<td>EPSY 8842 (1)</td>
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</tbody>
</table>

In the above scenarios, minimum enrollment applies to internship credits only. Students must also be sure to complete 24 total credits of EPSY 8888 before the scheduled semester of their defense, so they may have to take 8888 credits if <24 were completed before fall of internship.

Many interns will also need to enroll full-time in order to maintain financial aid eligibility and defer loans. In this case, students should enroll as follows:

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Full-time Enrollment During Internship</th>
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<tr>
<td></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>If you defended before September of internship year</td>
<td>EPSY 8843 (1 cr)</td>
<td>EPSY 8843 (1)</td>
<td></td>
</tr>
<tr>
<td>If you defend by January of internship year</td>
<td>EPSY 8842 (1)</td>
<td>EPSY 8843 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 8822 (3)</td>
<td>EPSY 8893 (10)</td>
<td></td>
</tr>
<tr>
<td>If you defend in spring semester of internship year</td>
<td>EPSY 8842 (1)</td>
<td>EPSY 8842 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 8822 (3)</td>
<td>EPSY 8893 (10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 8888 or EPSY 8993 (10)</td>
<td>EPSY 8888 or EPSY 8993 (13)</td>
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</table>

In summary, doctoral students have two registration options for internship credits:

1. If the dissertation final exam is passed, students may enroll in one credit/semester of EPSY 8843, which is the equivalent of full time enrollment and maintains students’ financial aid eligibility and student loan deferment.
The final exam should be completed by the last day to receive a 100% tuition refund in order to qualify in that semester (usually in week 2 of the semester) but students should carefully attend to the academic calendar.

2. If the dissertation final exam is not complete before beginning internship, students must enroll in one credit/semester each of EPSY 8842. 8842 does not count as the full time equivalent and does not confer financial aid eligibility (e.g., student loan repayment would be initiated). Students may be required to register for additional credits of EPSY 8888, as well as 8822 in the fall as deemed appropriate by their advisor. Students may enroll in additional credits of EPSY 8822 or directed study (8993) under their advisor while working on their dissertations in order to reach full time status and maintain financial aid eligibility during internship.

Teaching & Supervision

Each PhD student is required to fulfill two semesters of supervised teaching and peer supervisory experience in conjunction with enrollment in EPSY 8841. placements are determined with the EPSY 8841 instructor in consultation with program faculty to balance students interests and course opportunities/needs.

Waiver TA Requirement

One of the required TA placements (but not 8841 enrollment and participation) may be waived on the basis of the student’s previous experience as a teaching assistant or instructor if it included grading, instruction, and supervision in a graduate-level course. Waivers and exceptions to the policy must be approved by the instructor and faculty, typically at the Student Review Meeting in May. Accordingly, students requesting a waiver should submit a written request with a description of the proposed substitute experience in an attachment to the student’s Annual Review. In the request for a waiver of one-semester 8841 TA experience, students should describe the instruction and supervision provided in the TA or instructor position.

Graduate Planning and Audit System (GPAS)

Doctoral students must submit their doctoral Graduate Planning & Audit System (GPAS) planner no later than after successful completion of 4 semesters of coursework. The GPAS is available online via the student MyU portal page under the Academics tab, on the Degree Progress sub-tab. The doctoral GPAS planner must be submitted before taking the written preliminary exam and at least two semesters prior to the term in which the preliminary oral examination is scheduled. On this webpage students list all completed and planned coursework required for the degree by both the program and department. Once you submit the plan, it will be automatically routed to the student’s advisor and GPC. The plan is then routed to the Graduate Student Services and Progress Office for final approval. After filing, it is possible to make changes in the program by a petition approved by the student’s advisor and the DGS.

At least two-thirds of the credits completed (and all taken to fulfill the EPsy core) included on the GPAS planner must be taken under the A-F system. Educational Psychology PhD programs must have at least 27 semester credits of didactic coursework (excludes human relations courses/workshops) in psychological foundations (or equivalent courses) as a central part of the major emphasis to obtain DGS approval.

With approval of the student’s advisor, DGS, and Graduate School, transfer work from other graduate schools may be included as appropriate. Please consult the Graduate Education Catalog and the Uwide Policy Library for policy details. To transfer courses to meet Educational Psychology core requirements, submit an internal petition form. For courses outside the University, include a syllabus for review. If approved, requirements will appear as
satisfied on the GPAS planner. To transfer courses to meet School Psychology requirements, submit course syllabi to your advisor. The student’s advisor will send an email to the program assistant & DGS assistant with approval. If approved, requirements will appear as satisfied on the GPAS planner. Substitutions should also be listed on the Annual Progress Chart.

NOTE: If admitted prior to Spring 2013, your GDP will be loaded into GPAS. To make changes to existing Graduate Degree Plan students will need to contact the DGS assistant.

Oral Preliminary Paper & Exam

PhD students complete an oral preliminary paper and examination to demonstrate their knowledge of school psychology and their scholarly development in a specialty area. The oral preliminary paper serves as the guiding document for the oral examination in conjunction with their transcript of completed coursework. Basic guidelines for the paper can be found in the *Educational Psychology Handbook*; Program specific guidance is provided below.

The oral prelim process is an opportunity to develop in-depth knowledge of a student’s specialty area and methodology of their intended dissertation. Together with the MA thesis, the three projects can provide a focused, sustained line of research during students’ doctoral studies.

**Topic**

The Oral Prelim paper synthesizes an area of theory, research, or practice closely related to the school psychology and the student’s area of focus. The intent of the paper is to integrate the literature in a prescribed area of research, ideally related to the student’s dissertation and a long-term professional interest. It should not include a specific plan for the student's dissertation. The topic for the paper should be developed by the student in consultation with the advisor. The topic must be accepted by the advisor on behalf of the Committee. The student must assume primary responsibility for selection of a topic, generation of scope and procedural plans for conducting the review, collection of relevant literature and research information, review synthesis, and preparation of the final paper.

**Preparation**

The oral preliminary examination process reflects cumulative preparation in that the student should engage in intensive, sustained independent reading of the conceptual, theoretical, empirical, and methodological literature in their area of specialty, as well as related areas and competing research and theory, so that they develop in depth knowledge of the subject area and are conversant in all of the relevant dimensions. The exam itself can be regarded as the culmination of coursework and independent study around topical areas since entrance to the program. Successful completion assumes students have fully engaged in classes, studied effectively, and have undertaken sustained and substantial independent reading to develop a specialty area that will be explored in both their oral prelim paper and dissertation. The oral prelim paper reflects a targeted effort to synthesize a specific area of scholarship related to the student’s identified specialty area and corresponding research agenda. The paper is merely a sampling, however, of a student’s knowledge of the research area. Students may consult their advisor and other committee members to map relevant areas of literature related to their specialty but are ultimately responsible for demonstrating depth and comprehensiveness of knowledge.

**Skills for the Oral Preliminary Examination.** The content for evaluation is the student’s (oral) performance during the examination period. The student must be able to (1) address the theoretical foundations of the field and their specialty area; (2) integrate the relevant literature; (3) critique the relevant literature; and (4)
respond to questions relevant to their specialty area and the program curriculum. No specific criteria are provided for committee evaluations of student performance; however, there are skills and competencies that are necessary (but not sufficient) for successfully completing the exam. These skills represent accumulated knowledge and are fundamental not only to the preliminary oral examination but to other scholarly and professional endeavors, including the dissertation.

● Master foundational areas of content (i.e., school psychology and topic of paper) and related theory, research methods, and statistics. This includes course content as well as related scholarship (e.g., journal articles or scholarly texts). The student is expected to read broadly and deeply in preparation for the exam. This includes, but is not limited to course readings, program required readings, and seminal and contemporary literature related to the prelim paper topic.

● Provide a clear statement of themes, findings, or dilemmas that represent your interest in an existing body of literature. (e.g., describe the relation between identified theme(s), broader literature, and ongoing area of scholarly and/or professional activity) related to your specialty area, including, but not limited to, the content of the oral prelim paper.

● Demonstrate capacity clearly describe relevant constructs and methods; to ask and address complex conceptual questions (e.g., describe gaps of theory, implications of methods, or research findings; compare or integrate perspectives or findings from multiple areas or sources); develop clear, empirically supportable perspectives and opinions on a body of theory, research, and methods related to one’s specialty area, as well as basic topics from the program curriculum.

● Identify views within the literature that diverge from your own. When divergence can be accounted for by differences in factual knowledge, change your view to accommodate new facts. When divergence can be accounted for by differences in perspective or opinions, identify essential differences and provide rationale for your position on these differences.

● Be consistent, coherent, and respectful in responses to others’ questions and challenges.

**Structure and Format**

The paper’s approach, structure, and analytic style should be modeled on integrative reviews or systematic reviews found in the peer-reviewed journals such as *Review of Educational Research, Journal of School Psychology, School Psychology Review, Psychological Bulletin,* or *Psychological Review*. All papers are to be prepared in accordance with publications guidelines of the current APA Style Manual for all formatting, structure, and writing style. For systematic reviews, format recommendations provided for the MA Plan B project systematic review option apply.

Note, the review and corresponding manuscript should represent an independent project developed in consultation with the advisor. Collaborative projects are not acceptable beyond coders enlisted to ensure adequate interobserver agreement. The general expectation is that students should work with the faculty to identify reviews that can reasonably be completed in one to two semesters and that will inform, and potentially become part of, their dissertation. Ideally, the prelim oral paper informs the research questions for a primary study in the dissertation. Students are generally encouraged to reserve meta-analyses, even as an extension of qualitative synthesis, for the dissertation given the intensity of these methods relative to prelim expectations.

**Required Appendix Essay**
In addition, **all oral prelim papers must include as an appendix** an essay of 3-5 pages that describes the relations of theory and research in at least two of the following areas: developmental, biological, affective, cognitive, and social psychology to the topic of the paper. The Appendix should be titled, Integrative Essay on the Scientific Bases of Psychology. Students should describe how theory and empirical findings, including seminal works, from these two areas have or can inform theory and research in their identified topic area.

The full paper, not including this Appendix, should be no more than 40 pages. The full paper, including the Appendix, must be distributed to the committee at least 2 weeks before the exam.

**Approach**

Most oral prelim papers are systematic reviews related to the student’s anticipated dissertation topic. Regardless of the specific approach selected, The paper identifies major issues in the area chosen. It is guided by ideas and uses information selectively and critically with respect to those ideas. It reflects methodological sophistication in the description of search strategies and analyses. The paper is to be coherent, analytic, integrative, and topically constrained. It will typically range from 30-40 pages of double-spaced text, including front and back matter (i.e., title page, abstract, references, tables, and figures), but excluding the appendix. Given the scope and scholarly nature of this paper, it is possible that the product will subsequently be submitted for publication, but peer review does not replace advising and examination at the University of Minnesota. If submitted for publication in a peer-reviewed journal or otherwise disseminated, APA guidelines should be used to determine authorship. The document submitted for the oral examination, however, should represent senior authorship, and in some cases, sole authorship, by the student.

**Examining Committee**

The preliminary examining committee is comprised of four members: the advisor (who will be the committee chair), two examiners from Educational Psychology, and one examiner from outside the Educational Psychology department. Students are expected to compose examining committees of 3 school psychology faculty and 1 faculty from outside the department to satisfy this requirement. Students, in conjunction with their advisor, identify potential committee members, solicit their acceptance to serve, and make a recommendation to the DGS. A form to propose PhD oral examining committee members is submitted online. Students can check the eligibility of their chosen faculty to serve on their committee here. Students are strongly encouraged to consult committee members about the paper, as appropriate to individuals’ areas of expertise, well in advance of the exam.

Students may request additional members, including individuals who do not yet have graduate status to serve on committees. The student would petition the program for approval; if approved, the program will then petition the department to grant the individual graduate status to serve on the committee. However, that individual will then be considered internal to the department and cannot serve as the outside examiner.

**Oral Examination**

The prelim oral exam is taken after passing the written exam and the majority of PhD coursework. The prelim oral cannot be scheduled until EPSY’s Checklist for Showing Completion of Written Prelim is

**Reminder:** Students should submit a final draft of the paper to the advisor at least **30 days** before the anticipated exam date to allow sufficient time for review and revision.

The oral prelim paper must be submitted to the committee at least **2 weeks** before the exam.
submitted. The examination covers the major field, and any work fundamental to these areas, including the topic of the oral preliminary paper. Students are evaluated on their knowledge in the Program's curriculum, the topic area of the oral paper, and any additional knowledge related to coursework listed in their transcript.

This examination is conducted in a closed session by the examining committee. The oral preliminary paper must be distributed to committee members two weeks in advance of the oral exam. The oral must also be scheduled at least one week in advance with the Graduate School. Students should schedule exams in a 2 hour block. The examination will last at least 90 minutes but not more than two hours, and could include a review of the student's program of study and questions or discussions from any member of the committee. Questions related to the relationship between student's research and professional practice or other research are also appropriate. The committee will vote privately at the close of this examination with the results communicated immediately to the student.

**Organization of the Prelim Oral Examination.** The student should arrive at the exam with the requisite Grad School form, Program Oral Exam Rubric, and a copy of their unofficial transcript. The exam consists of the following elements.

1. The committee briefly confers in closed session (i.e., the student is excused).

2. Optional: Students may make a brief introduction of approximately 10-15 minutes, which may include a presentation, on their general graduate studies (e.g., general interest in school psychology, research interests and/or plans) and the paper. It is not necessary for the student to deliver an extensive presentation on the paper unless requested by the advisor or committee members. Committee members will have read the paper before the exam. The purpose of the exam is for the student to field the committee’s questions. The time spent on the introduction should be minimal (approx. 10-15 minutes) and students are encouraged to contact each committee member to gauge their preferences for introduction content.

3. Committee queries student’s grasp of (a) research methods and statistics, (b) school psychology research and practice, and (c) conceptual, theoretical, and empirical elements of paper topic. The questions may be based on, but not limited to the curriculum indicated in the student’s transcript and the prelim oral paper. (approx. 60 minutes)

4. Committee queries student’s knowledge specific to program goals. Questions are based on the competencies outlined in Section I and should be documented on the Program Oral Exam Rubric. (approx. 30 minutes)

5. The student is excused and the committee votes on the student’s performance in closed session and electronically submits the required graduate school form and Program Oral Exam Rubric. The vote is based on the student’s performance during the oral exam only, not the paper itself.

   A pass decision indicates that the student is prepared to advance to doctoral candidacy. A pass with reservation may require additional self-study, including revisions to the paper or additional essays, before the committee decision is changed to a pass. A fail requires an exam retake.

6. Committee or advisor debriefs the student to provide feedback on performance and next steps.

After the exam, the student submits the required forms to the appropriate offices. Copies of the form and ballots should be submitted to the Program Assistant to be included in the student’s file. PhD candidacy is established when the oral preliminary exam is passed.
**Dissertation**

The dissertation, or doctoral thesis, serves as the basis for a final oral examination of candidates for receipt of a Doctorate of Philosophy in Educational Psychology from the Graduate School.

**Scope**

The dissertation is a scholarly document reporting an empirical investigation, or line of research, involving primary data collection and analysis, secondary data analysis, or meta-analysis. It is assumed that the work will be of scope and quality to warrant publication in a peer-reviewed journal. Given the scope of theses, it is likely that many will subsequently be submitted for publication. Peer-review does not, however, replace advising and examination at the University of Minnesota.

**Topic**

The topic for a dissertation is developed by the student with approval of the Dissertation Panel to reflect (a) an area of concern to school psychology or related discipline and (b) an area of interest to the student, ideally related to long-term professional interest. The dissertation research should represent original work and make a unique contribution to the field. For recent dissertations completed by school psychology students, see the Appendix or department website.

The student should select the topic, generate research questions or a procedural plan, collect relevant literature and research information, analyze data, and interpret findings. Although the student will receive collegial support and feedback from the advisor and others associated with this project, the final product must reflect the individual effort and perspectives of the student.

**Format**

The dissertation topic should be focused and selected in collaboration with the student’s advisor. The investigation described fully in the manuscript and the document is to be written in current APA-style and in accordance with formatting requirements of the Graduate School. PhD students can select one of two format options for the dissertation format, pending approval from the Dissertation Panel. Regardless of the selected format option, the typical document length is between 75-100 pages, and should rarely exceed 100 pages.

**Option 1** – Chapters consist of each of the following:

- **Introduction** that includes a brief summary of relevant research, statement of the problem, study purpose, significance of the study, research questions, definitions, delimitations, and organization of the dissertation.
- **Review of Literature** that comprehensively reviews empirical reports and literature reviews with a conceptual framework to contextualize the study, adequately summarizes the state of current research (i.e., critically evaluates research methods and reports effect sizes), identifies the need for further work, and provides a convincing rationale for the study.
- **Method** detailing the methodology employed.
- **Results** detailing the findings of the investigation according to each research question.
- **Discussion** section including any interpretation of the findings, its relationship/contribution to the existing literature, implications for practice, implications for theory, limitations, and conclusion.

**Tip:** Students should consult the APA Publication Manual and APA’s Journal Article Reporting Standards when preparing the dissertation.
Option 2 – Chapters consist of each of the following:

- **Introduction** that includes a brief summary of relevant research area, statement of the problem, study purpose, significance of the study, research questions, definitions, and delimitations.
- **Study 1**, prepared as a standalone APA-style research manuscript for an original study (abstract thru references and tables/figures). This may be a systematic review based on the prelim oral paper if a systematic review or meta-analysis was conducted, but should represent a further refined product than the paper submitted for the oral prelim exam.
- **Study 2**, prepared as a standalone APA-style research manuscript, that provides a description of a second study that is conceptually related to Study 1, but represents a unique investigation and contribution to the literature.
- **Study 3** (optional)
- **Synthesis and General Discussion** that discusses the shared contributions of the studies, implications for research and practice, and future research directions.

Option 2 is designed to facilitate publication of the students’ dissertation research by allowing for preparation of studies as standalone manuscripts formatted following APA style guidelines and of typical publication length (i.e., each 25-40 pages inclusive of front and back matter). The dissertation document may contain more than 2 studies. They should be thematically related, but each representing a unique contribution to the literature.

A multi-study dissertation should not represent splicing of a single study into multiple manuscripts. As noted in the APA Publication Manual (2020, p. 19-20):

> Piecemeal, or fragmented, publication of research findings can be misleading if multiple reports appear to present independent instances of data collection or analyses; distortion of the scientific literature, especially in reviews or meta-analyses, may result. Piecemeal publication of the results from a single study is therefore undesirable unless there is a clear reason for doing so.

**Advising**

The **Advisor** provides primary supervision and consultation as the student prepares their prospectus, conducts their dissertation research, and prepares the final document. Students may consult other faculty with relevant expertise.

The **Dissertation Planning/Prospectus Panel** includes at least 4 members who help shape the initial plans of the dissertation and convene for the Prospectus Meeting. The members include the advisor and at least 2 additional members, 1 from the program and 1 from outside the department. As with the oral prelim, students may petition to include an examiner who does not currently have status; however, that individual will then be considered internal to the department and cannot serve as the outside examiner. Typically these faculty will become your doctoral thesis readers. All designated members must sign the **Thesis Planning Panel Form** to approve the dissertation prospectus.

The **Dissertation Final Oral Examination Committee** includes 4 members who review the completed dissertation and participate in the final oral exam. The members include your advisor, two internal examiners (i.e., from EPSY), and 1 external examiner whose primary appointment is not with EPSY. As with other exams, students may petition to include an examiner who does not currently have status to sit on committees based on area of expertise; however, that individual will then be considered internal to the department and cannot serve as the outside examiner. One member of the committee other than your advisor will chair the final defense. The chair may or may not be from Educational Psychology, but must have full approval from the Graduate School.
the Graduate Education Faculty Role List to verify a member’s status. Assign/Update your Doctoral Final Committee with the Graduate School at least one month prior to your exam date as individuals’ graduate status can expire.

**Prospectus**

Students must complete a prospectus meeting before beginning dissertation data collection or analyses (in the case of meta-analyses or secondary analyses). Prior to the prospectus meeting, students will prepare, in consultation with their advisor, an overview of their study, generally consisting, at a minimum, of Chapters 1 through 3 of the dissertation document for Option 1 format, or Chapter 1 and the introduction and methods for each of the studies for Option 2. All elements of the prospectus document should be fully developed before holding the prospectus meeting. As noted in the Department handbook, “The functions of the panel are two-fold. First, the panel reviews your prospectus and offers suggestions and feedback on its conceptualization, design, and feasibility. Second, panel members have the opportunity to clarify their expectations of the project and to define the criteria by which you will be judged during the final oral examination.”

The prospectus document must be disseminated to the committee **2 weeks** before the scheduled prospectus meeting. Students should consult committee members to determine whether a presentation on the study is expected, and if so, the content of that presentation. Some advisors/committees may request a detailed presentation on the prospectus.

The prospectus meetings generally proceed as such:

1. The committee may briefly confer in closed session.
2. The student makes a brief presentation on the rationale, purpose, and proposed method of the dissertation study/ies.
3. The committee and student proceed through each element/section of the prospectus and discuss potential modifications to the study and documentation.
4. The committee approves the study/ies to be implemented and expectations for the research to be completed (i.e., hypotheses or research questions, method, and analyses) and written up for the final exam.
5. The committee may confer in closed session and signs the requisite department form if the project is approved. If significant issues remain unresolved, the committee may defer approval pending provision of a revised prospectus document and, if desired, an additional meeting.

It is expected that students will seek study approval from the IRB and sites (if necessary) after approval of the prospectus. **Students are required to complete the prospectus meeting before applying for internships.**

**Reminder:** Students should submit a final draft of the dissertation to the advisor at least 45 days before the anticipated defense date to allow sufficient time for review and revision.

**Final Oral Examination**

The student must complete a final oral examination (often referred to as a defense) administered by the student’s doctoral examining committee made up of three members from Educational Psychology, including your advisor, and one member from an outside department. The final oral cannot be scheduled during the same semester that the preliminary oral is taken. **The full and final dissertation document must be submitted to readers at least 30 days** before the anticipated defense date.
**days** before the scheduled date for the oral examination and to the full committee at least **2 weeks** before the scheduled exam.

The final oral exam is scheduled with the Graduate School after: (a) all coursework on the GPAS planner is complete, and (b) the reviewer’s report form is signed by the three readers and filed with the Graduate School. (Note: Barring extenuating circumstances and program approval, students should not schedule oral examinations during the winter or summer breaks.) Both forms need to be filed with the Graduate School at least one week before the final oral. The time and place of the final oral is posted in the Department to permit the public to attend. Notify the DGS Assistant to do this. **Students should announce their defense to faculty and students in the School Psychology Program using the program listserv.** The Program Assistant can assist with this announcement.

Students should allocate 2 hours for the final oral exam. The first 45-60 minutes of the final oral is open to the public; the remainder is closed with only the doctoral candidate and the examining committee members present.

**Organization of the Final Oral Exam**

The dissertation final oral exam consists of two major portions: a public presentation and the closed exam. The process generally includes the following elements:

1. The chair introduces the student to the audience for the public portion. The student may invite questions during the presentation or ask the audience to hold questions until the presentation is complete.
2. The student delivers a 30-45 minute presentation on the dissertation. The chair of the committee may request that the student provide a more extensive presentation. It is the student’s responsibility to query the chair regarding their expectations for the presentation.
3. The student fields questions from the audience. This portion does not generally include questions from the committee. After a maximum of 60 total minutes of presentation and questions, the chair concludes the public portion and briefly dismisses the student.
4. The committee may confer in closed session, then invite back the student for the closed session.
5. During the closed exam, the student fields questions from the committee (45-60 minutes).
6. The student is excused and the committee confers in closed session to determine whether the student has passed the exam. The committee electronically signs the requisite forms.
7. The student is invited back in and debriefs with the committee or advisor.

After the exam, the student confirms with the GPC or Program Assistant that all steps are completed and reviews the final stages of the process.

**Binding the Dissertation**

After the dissertation committee has read and approved the dissertation and the student has successfully passed the final oral examination for the degree, one electronic copy (pdf) is to be submitted to the Program Assistant for the program archive. Follow the **Graduate School Checklist** for final steps to submitting your dissertation electronically to the Digital Conservancy.

**Special Field Preliminary Examination**
In addition to the doctoral thesis final oral exam, the capstone exam for the program is the Special Field Exam. The PhD Special Field Exam requires students to demonstrate their knowledge and competencies across coursework, fieldwork, and other evaluation activities requiring the synthesis of information across the curriculum. Students are eligible to complete the Special Field Preliminary Exam only after: (a) submitting the PhD degree plan, (b) passing the MA final oral exam, and (c) completing internship. No exceptions to this rule will be granted. The Special Field Exam requires the following:

1. **School Psychology Coursework**: B- or better on all required final exams and course grades for School Psychology courses; or demonstrated competence in that area as determined by the student and advisor (e.g., students may be asked to retake a comparable final exam devised by the course instructor and advisor or write a paper in the content area)

2. **Educational Psychology Coursework**: B- or better for course grades in all Core Courses that meet the Educational Psychology requirements; or demonstrated competence in that area as determined by the student and advisor (e.g., students may be asked to retake a comparable final exam devised by the course instructor and advisor or write a paper in the content area)

3. **Comprehensive Written Examination**: Passing score on the Comprehensive Written Examination.

4. **School Psychology Praxis Examination**: Passing score on the School Psychology Praxis Examination, which would also make them eligible to apply to be a nationally certified school psychologist upon completion of the SC program.

5. **Portfolio**: Passing score on the Portfolio rubric by the completion of internship.

When students have fulfilled all these requirements listed above, they should complete the PhD Special Field Prelim Requirements Form with their advisor, which documents that all special field requirements have been met, and submit it to the Program Assistant.

**Section V: Master’s Degree**

Unless an entering student has a Master’s degree in school psychology, psychology, or a related field or was admitted to a previous graduate program at the University, all students must complete a Master’s degree during their course of study in the Program. Per university policy, Master’s degrees must be completed within five years of initiation.

**Master’s Program**

By the end of second semester of their first year, students must complete and submit the Graduate Planning & Audit System (GPAS) planner for their Master’s degree. On this webpage the student lists all coursework (completed and proposed) required for the Master’s degree. Once you submit the plan, it will be automatically routed to the student’s advisor and DGS. The plan is then routed to the Graduate Student Services and Progress Office. The GPAS is available online via the student MyU portal page under the Academics tab, on the Degree Progress sub-tab. The Student Guide to completing the GPAS Planner is available online.

This program lists **30** semester credits including these areas:
## Core Course Area

<table>
<thead>
<tr>
<th>Core Course Area</th>
<th>Credits Required</th>
<th>Applicable Program-Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Learning/Cognition, (b) Social/Personality, and (c) History/Systems</td>
<td>6 credits from two content areas</td>
<td>EPsy 8819</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 credits</td>
<td>EPsy 8251</td>
</tr>
<tr>
<td>Measurement or Evaluation</td>
<td>3 credits</td>
<td>EPsy 5221</td>
</tr>
<tr>
<td>Master's thesis/Plan B paper + final exam</td>
<td>Plan B credits per program</td>
<td>EPsy 8822</td>
</tr>
</tbody>
</table>

Students must earn a minimum GPA of 2.80 for courses listed on the student’s official program. At least two-thirds of the credits completed (and all taken to fulfill EPsy core) which are included on the GPAS planner must be taken under the A-F system. With approval of the student’s advisor, DGS, and Graduate School, students may be permitted to transfer up to 40% of the degree coursework listed on the GPAS planner. Credits earned more than 7 years ago cannot be applied to the MA. Please consult the [Graduate Education Catalog](#) and the [Uwide Policy Library](#) for policy details. To transfer courses to meet Educational Psychology core requirements, submit an [internal petition form](#). For courses outside the University, include a syllabus for review. If approved, requirements will appear as satisfied on the GPAS planner. To transfer courses to meet School Psychology requirements, submit course syllabi to the advisor. The student’s advisor will send an email to the program assistant & DGS assistant with approval. If approved, requirements will appear as satisfied on the GPAS planner. Substitutions should also be listed on the Annual Progress Chart.

**NOTE:** If admitted prior to Spring 2013, your GDP will be loaded into GPAS. To make changes to an existing Graduate Degree Plan students will need to contact the DGS assistant.

## Master’s Plan B Project

All students complete a Master’s research project via the Plan B option unless they hold a previous Master’s. The Master’s Plan B project serves as the basis for an examination of candidates for the degree leading to receipt of a Master’s of Arts in Educational Psychology from the Graduate School. All projects must be prepared under advisor supervision. Students will prepare a manuscript consistent with the APA Publication Manual and pass an oral or written examination on their research project in order to officially complete the Master’s project and MA degree. The Master’s Plan B project is a scholarly research project that will require approximately 150 hours of work for planning, implementation, analysis, and writing (this does not include preliminary reading to gain knowledge in school psychology and the topical area).

**Topic**

The topic for a Master’s Plan B project is developed by the student and advisor to reflect (a) an area of concern to school psychology or closely related discipline; and (b) an area of interest to the student. Acceptable topics include the range of psychoeducational practices addressed within the program, such as various aspects of school-based assessment, intervention, consultation, systems change or other processes or procedures within MTSS, as well as related policy or contextual issues. Topics are selected in consultation with the SC advisor, and, if appropriate, program faculty. Students may self-identify topics, subject to advisor approval, or undertake a specific topic at the direction of the faculty as part of existing research programs. The topic must be acceptable to
the advisor on behalf of the Committee. You can review past examples in the systematic review projects (SC) and primary research projects (PhD) in the Appendix.

Method

The methodology selected may be informed by the student’s degree track.

Specialist students. SC students complete a systematic review of primary research for their MA Plan B project. Such projects should be novel within the school psychology literature and of comparable scope and quality to warrant publication in a peer-reviewed journal in school psychology or related fields, consistent with the program orientation, vision, and goals. Such reviews must include a detailed method and appropriate evaluation of the methodology and findings in any studies reviewed, consistent with professional guidelines for the conduct and reporting of systematic reviews in the social sciences generally, and school psychology or special education in particular. Projects will generally be completed within the context of EPSY 8822. Note, the review and corresponding manuscript should represent an independent project developed in consultation with the advisor and other faculty. Collaborative efforts are not acceptable beyond coders enlisted to ensure adequate interobserver agreement. The general expectation is that students should work with the faculty to identify reviews that can reasonably be completed in one to two semesters.

When completing a systematic review, students must adhere to the research reporting guidelines provided in the APA Publication Manual and should read an instructive text on systematic reviews, such as Petticrew and Roberts (2006), Systematic Reviews in the Social Sciences: A Practical Guide available in ebook format through the university library, to inform their methodology and analysis. For most analyses, students should also apply quality indicators in the evaluation of studies reviewed or some other approach to explicit evaluation of studies. Students may consult with the university librarians regarding search strategy, but this consultation is not required and does not replace advisement nor supersede expectations or evaluation by the faculty. The student is ultimately responsible for the project. All SC students are required to pass a written examination of the research manuscript prepared for MA Plan B research project.

PhD students. PhD students must complete a study that entails original data collection/analysis in order to meet the department’s predissertation requirements. If a doctoral student completes a master’s Plan B project that does not involve original data analysis (i.e., application of quantitative or qualitative methods to answer research questions), an additional research project will be required to meet the department requirements before the student can proceed to the oral prelim exam or dissertation. Examples of approaches used in MA Plan B project primary research studies include single-case designs, group designs, secondary data analysis, and measurement projects, replications, etc. Preparation of Plan B project manuscripts should follow APA’s publication manual and Journal Article Reporting Standards. In conjunction with the MA Plan B project and preparation of a corresponding manuscript, all doctoral students are required to pass an oral examination on the MA Plan B research project. Students may self-identify topics, subject to advisor approval, or undertake a specific topic at the direction of the faculty as part of existing research programs.

Format

The final product should be prepared as a research manuscript of 25-40 pages (inclusive of front and back matter), following the APA Style Manual. It is likely that many Master’s papers will be submitted for publication, however peer-review does not replace advising and examination at the University of Minnesota. All MA papers should contain the following elements:

● Title page
• **Abstract with keywords** – The abstract should briefly (150-250 words) summarize the study.
  
  o Systematic review: Abstract includes problem, purpose, eligibility criteria, participants across studies, findings, conclusions, and implications.
  
  o Original data analysis: Abstract includes statements of the problem, purpose, method, findings, conclusions, and implications.

• **Introduction** – The introduction should identify a problem under study and the research strategy, articulating the relevance of the problem, relevant research and, if applicable, theory, research questions or hypotheses, and the value of the study.

• **Method** – The method describes how the study was conducted.
  
  o Systematic review: search strategy, including databases and terms, inclusion criteria, coding and analytic procedures, computation of effect sizes (if applicable)
  
  o Original data analysis: Participants or data source, sampling procedures, power (if applicable), measures and covariates, design, intervention (if applicable), and analyses

• **Results** – The results describe the data collected and analyses.
  
  o Original data analysis: as appropriate, recruitment and participant flow; preliminary analyses, missing data analysis and how addressed, implementation fidelity, baseline data, analyses to answer research questions, including ancillary analyses,
  
  o Systematic review: study and participant characteristics, description of variables/interventions; evaluations of study quality; syntheses across studies relative to research questions, including effect sizes and moderators as appropriate.

• **Discussion** – The discussion should provide interpretation of the results relative to the research questions, comparison to previous research, limitations, and implications for theory, research, practice, and/or policy as appropriate to the topic.

• **References**

• Optional: Tables and/or Figures

**MA Written Exam for SC Students**

SC students are subject to a written exam for the MA; no defense/oral exam is required. This exam is based on the final MA Plan B project manuscript submitted to the committee. Students are required to present a poster on their project at the department’s Graduate Student Research Day, held in March of each year. Most SC students choose to distribute their papers according to timelines for the MA Defense Day (see below).

**Process for SC Students' MA Written Exam**

1. Submit the full paper to the advisor at least 1 month before the anticipated distribution of the paper and exam form to the committee, which should occur by the end of final week spring semester. Earlier completion is strongly advised.

2. Once approved for the written exam, work with the SC advisor to identify the committee. The SC advisor and faculty will confer to identify the external member. The committee should be submitted for approval online by the student at least a month prior to the exam date.
3. Once students have scheduled the examination, they request the Graduation Packet online. This will provide the degree completion paperwork as well as the Final Examination form needed by the committee.

4. Submit the full paper to the committee for review at least 2 weeks before the end of finals. The MA exam form should be given to the advisor at this time. The advisor will facilitate collection of signatures and feedback from the committee members.

5. The committees will vote to determine if the student passes the exam. A pass decision indicates that the student has successfully completed the MA Plan B project, although minor revisions to the paper may be required before the MA degree can be awarded. If the student fails the exam, the committee may allow a second and final retake. The committee will recommend remediation to be completed before the retake (e.g., major revisions of the Plan B project manuscript; completion of a new study; directed independent study).

6. The student submits the signed exam form to Lori Boucher for scanning to GSSP.

7. The student completes any necessary revisions to the document, seeks approval from the advisor and committee as specified in the feedback provided with the exam form. Once all revisions are approved, the student submits the final version of the Plan B project to the Program Assistant for archiving.

**MA Oral Defense for Doctoral Students**

For the Master’s defense, an examining committee (MA Examining Committee) includes 3 faculty members: your advisor, another school psychology faculty member, and a member from outside the program. The committee should be submitted for approval online by the student at least a month prior to the exam date. The student may schedule the examination with advisor approval of readiness for examination. The final paper must be submitted to the committee at least two weeks prior to the exam date.

Masters exams may only occur during the fall or spring semesters; the Program only permits scheduling during breaks under extenuating circumstances. In such instances, a written petition for an exception in scheduling must be submitted in writing to the program assistant before November 1 or May 1 to be voted on by the program faculty. If approved, the student may, in consultation with their advisor, schedule with the committee.

Once students have scheduled the oral examination, they request the Graduation Packet online. This will provide the degree completion paperwork as well as the Final Examination form needed by the committee. If the student passes the oral examination, the student will submit the examination materials and degree request forms. After making any required modifications, students must submit a final PDF version of the MA Plan B project to their advisor and the Program Assistant.

If the examination is failed, and the committee permits a retake, the advisor will develop a remediation plan with the student. Only one retake of the final exam is permitted before the student is dismissed from the program.

**MA Defense Days.** To facilitate timely completion of MA theses by providing a firm deadline and avoiding end of semester scheduling conflicts, the program schedules MA Defense day during which students are encouraged to plan to defend their MA theses. Dates are selected to offset course and fieldwork demands. Students should consult their advisor to ensure timely completion of their MA Plan B project for one of these
defense dates and notify the Program Assistant at least 6 weeks in advance. When students select a defense day, the student does not need to identify committee members; they will be assigned for them based on availability; generally, 1 or two external faculty participate in defense day. Specialized knowledge in the topic cannot be guaranteed in this case, but is not considered necessary since diverse committee composition provides the opportunity for the student to demonstrate their ability to explain their project to individuals of varying background knowledge. The Program Assistant will email students the assigned committee members to be submitted online by the student at least one month prior to the defense date.

**Organization of the MA Oral Defense.** The student should arrive at the exam with the requisite Grad School form. The defense consists of the following elements.

1. The committee briefly confers in closed session (i.e., the student is excused).
2. Optional: The student may make a brief introduction, which may include a formal presentation (e.g., PowerPoint), on their general graduate studies (e.g., interest in school psychology and research interests) and the study conducted. It is not necessary, nor expected, that the student deliver an in-depth presentation on the study. Committee members will have read the paper before the exam. The purpose of the exam is for the student to field the committee's questions. The time spent on the introduction should be minimal. (approx. 10 minutes)
3. Committee queries student’s grasp of (a) conceptual, theoretical, and empirical elements of their study, (b) related issues of research methods and statistics; and (c) implications for school psychology research, practice, and/or policy. The questions may be based on, but not limited to, the content of the Plan B project manuscript. (35-50 minutes)
4. Committee votes on the student’s performance in closed session and electronically signs the required graduate school form. The vote is based on the prepared manuscript and the student’s performance during the oral exam.
5. Committee or advisor debriefs the student to provide feedback on performance and next steps.

A pass decision indicates that the student has successfully completed the MA Plan B project, although minor revisions to the paper may be required before the MA degree can be awarded. If the student fails the exam, the committee may allow a second and final retake. The committee will recommend remediation to be completed before the retake (e.g., major revisions of the manuscript; completion of a new study; directed self-study).

After the exam, the student confirms with the GPC or Program Assistant that all steps are completed and reviews the final stages of the process. The student completes any necessary revisions to the document, seeks approval from the advisor and committee as specified in the feedback provided with the exam form.

Once all revisions are approved, the student submits the final version of the manuscript to the Program Assistant for archiving.

**Section VI: Student Evaluation**

The faculty provide ongoing mentoring and continual, timely appraisal to ensure students have the necessary skills to be competent scientist-practitioner school psychologists. Ongoing contact and positive working relationships between students and faculty are important to the student evaluation process.
Annual Review of Student Progress

Progress toward degree completion is a focal point of the student evaluation process. All students are required to complete the Annual Student Review form to record their accomplishments and progress toward their degrees within an academic year. In addition to providing evaluative feedback to the student, these data are used to fulfill reporting requirements set forth by the Graduate School, APA, and NASP. Therefore, it is critical for students to submit the Annual Student Review form. Students who fail to complete all requirements of the annual review will not be allowed to register for courses and may be discontinued from the program.

The Program Assistant will distribute the Annual Student Review form to students during spring semester. Students must submit reviews by the date specified in the distribution or will have holds placed on their accounts barring registration. The forms are then distributed to the academic advisors, who review the contents in preparation for the Student Review meeting at the end of May. While the annual review forms submitted by students serve as one basis for review of progress, data on student progress is collected from several sources: mentors, practicum supervisor, course instructors, advisors, student evaluation of assessment TA (when appropriate), and examining committee members. In this assessment, the program faculty attend to students’ academic, professional, and personal competencies, as all are essential for practice as school psychologists. Students’ advisors provide feedback to them about their progress toward degree completion. These evaluations are sent to the student and added to the student’s cumulative file. Copies are available at the student’s request by contacting the Program Assistant.

Evaluation of Professionalism

In addition to progress in program coursework, research, and fieldwork requirements, students will be evaluated on their demonstrated professionalism. Professionalism refers to those behaviors, dispositions, and attitudes necessary for appropriate, effective professional conduct. As such, students are asked to self-evaluate, and will be evaluated by faculty in the following domains: (1) punctuality and attendance; (2) professional appearance and demeanor; (3) initiative, motivation, consistency, and perseverance; (4) flexibility, adaptability to novel/unexpected situations; (5) poise, tactfulness, and rapport with staff and others; (6) preparation and organization; (7) ability to handle professionally constructive criticism and positively use feedback; (8) ability to accurately self-evaluate areas of practice; (9) respect for cultural and individual diversity; (10) development of professional identity and integrity; (11) self-care; and (12) effective oral, written, and nonverbal communication skills. Each area is evaluated relative to observed behaviors in program contexts (e.g., classes, fieldwork, program events) and potential impediment of professional development and functioning. In the case of self-care, this dimension is related to essential professional values and attitudes necessary to “engage in activities to maintain and improve performance, well-being, and professional effectiveness” (APA Standards for Accreditation, C-8D). The Program encourages all students to engage in ongoing self-care in order to maintain and enhance wellbeing and professional functioning, and will recommend university resources and other activities when deemed appropriate.

Professionalism and interpersonal effectiveness will be carefully monitored and students will be alerted to issues to allow for appropriate corrective action, including remedial plans as deemed necessary. In cases when a student’s issues cannot be satisfactorily resolved, the faculty may dismiss the student from the program following appropriate due process.

APA Style Test
Students are expected to know and apply APA style in all written work unless instructed otherwise. All students will pass the APA Style Test administered through the Program's Evaluation site on Canvas during their first year in the Program. In preparation for the test, students should read the APA Publication Manual in its entirety.

**Comprehensive Written Examination**

Students in both the SC and PhD tracks complete a closed-book/note written examination assessing students’ acquired knowledge of the program’s training goals. Students will have 4 hours to complete the exam. The exams consist of multiple-choice items aligned with Program goals for Research, Ethical and Legal Standards, Individual & Cultural Diversity, Assessment, Intervention, and Consultation. Content is based on the curriculum specified in the first two years of each program, as well as the program-wide required reading list. Exam candidates must sign the [Agreement of Exam Terms](#) and return it to the Program Assistant before the exam begins. Although the examination is proctored, students are expected to adhere to an honor system and to display exemplary ethical behavior (see the Program Canvas site for the Proctor Agreement).

**Scheduling**

The comprehensive exam is administered in August and January of each year one to two week(s) before classes begin, but students can request individualized scheduling as needed. Students must file their GPAS planner before they can take their written examination. Students should file the [Written Prelim Registration form](#) at least one month before the exam date. Students who need accommodation should submit their requests in writing to the Program Assistant at least four weeks before the examination date. Students who need an alternative exam date or location, such as out-of-state interns, are required to identify a proctor for the exam (e.g., their intern supervisor) who must be approved by the Program faculty following the students' submission of a [Proctor Agreement](#).

**Scoring**

Each goal area generally contains 20-30 items at three levels: Essential (weighted the heaviest), Basic, and Advanced (weighted the lowest). Overall performance on the exam is categorized as follows:

- **Pass**: ≥ 80% in every goal area.
- **Pass with Reservations**: ≥ 80% in at least 4 goal areas and scores between 79-65% in the remaining goal areas. Students may retake up to 2 goal areas with scores between 79-65%. If scores of at least 80% are attained on the retake, the student’s exam score is changed to pass. If a score of less than 80% is obtained, the score is changed to a fail and the student must retake the entire exam.
- **Fail**: <80% in ≥3 goal areas or ≤64% in any area on the first exam attempt or failure to pass goal retakes. The student must retake the entire exam. Only one reexamination is permitted. Students who fail the comprehensive examination twice will be dismissed from the program. Dismissal is considered final unless the program faculty approve a reexamination.

Students will be notified of their official score by the Program Assistant, generally within 4 weeks of the exam date. Once a student has received a passing score and completed all necessary requirements they should file the [Checklist for Showing Completion of Written Prelim](#) with the Graduate Program Assistant.
Portfolio

Students use the portfolio system to document their growth and development in each of the program training domains. The portfolio system is used to demonstrate the ways in which those areas of competence have been achieved through fieldwork and other training activities. The faculty view the portfolio system as both a formative and summative measure of progress and student performance in meeting program goals.

The portfolio is defined as a systematic and organized collection of a student’s work that documents one’s professional competencies in each of the Program’s goal areas. There is no prescribed set of materials, and it is expected that there will be much variation among individual student’s portfolios. The portfolio will contain a set of core content, and then be individualized for each student. Students are not expected to include every relevant document from their respective educational experiences, but should present multiple artifacts per domain that clearly demonstrates the basic competency. Any information that could identify specific individuals should be redacted or removed from any materials submitted. Failure to do so will result in failure to achieve a passing score on the competency under which the materials were submitted.

Portfolios are evaluated by the Fieldwork Coordinator using the Portfolio Rubric. Students are required to submit their portfolio for review at three time points (exact deadline will be communicated by the Fieldwork Coordinator):

- **Before beginning internship:** The portfolio will be evaluated to determine progress in achieving necessary competencies through coursework and practica. Areas that should be specifically targeted for concentrated development during internship will be identified. The feedback gained at this stage should inform development of goals for the internship (i.e., the intern learning plan).
- **December of the internship year:** The portfolio will be evaluated to determine progress in achieving competencies in training and will provide further guidance for the structuring of activities during the remaining internship time for any areas in which competency is not fully demonstrated.
- **May of the internship year:** The portfolio will be used as a summative evaluation. Included components should demonstrate achievement of all required competencies. Any identified deficiencies may require revisions of submitted documentation or additional guided study and/or supervised fieldwork.

**Portfolio Evaluation**

Students are expected to demonstrate competency in Program goal areas before completing the program. Each domain will be scored separately using the Rubric and assigned one of the following grades.

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient</td>
<td>May provide evidence of some knowledge in the domain but none of the required elements are addressed or the demonstrated knowledge and skills are far below what is expected of a novice scientist-practitioner.</td>
</tr>
<tr>
<td>1</td>
<td>Partial</td>
<td>Provides evidence of knowledge or application in the domain. Where specific elements are delineated, only some of the required elements are documented. Submitted materials may fail to meet basic requirements (e.g., failure to safeguard client privacy).</td>
</tr>
<tr>
<td>2</td>
<td>Pass</td>
<td>Provides evidence that the competency is fully met in knowledge and application. Where specific elements are delineated, all required elements are</td>
</tr>
</tbody>
</table>
Students may pass, pass with reservations, or fail the final portfolio submission.

- **Pass.** A result of pass or better in all domains of the portfolio. Students must receive a final pass designation in order for the portfolio to be considered complete.

- **Pass with Reservations.** A result of a pass with reservations will result when there is a pass or better on at least 5 out of 6 of the domains and no item with a score of 0. In this case, the student will be required to revise submitted materials or submit new materials in each domain in which a score of 2 or better was not obtained within 2 months. Materials will be graded using the same criteria as for the original responses and the knowledge that supplemental resources were accessible and likely used. The “preliminary pass” designation will be changed to “pass” when scores of 2 and 3 are obtained in all domains and to “fail” for any score of 0 or 1.

- **Fail.** A result of fail will result if the criteria are not met to either pass or pass with reservations. In the case of a fail, the student will meet with the Fieldwork Coordinator and their advisor to devise a remediation plan for guided self-study and/or additional course enrollment/auditing or fieldwork. A resubmission may be evaluated no later than one year from the date of the original final submission. Only one re-administration is permitted. Students who fail the portfolio twice will be dismissed from the program. Dismissal is considered final unless the program faculty approve a reevaluation.

Students are expected to achieve passing scores in all domains by the final submission, but not necessarily on the initial or midterm submissions. Students will not receive a final designation at the initial or midyear submission unless all domain scores are ≥ 2 (i.e., a passing designation is earned). In such cases, that submission will be treated as the final submission and the portfolio requirement is considered complete.

**Concerns and Correction**

The Program has been designed to help all students acquire professional and ethical behavior as well as specific competencies. Student competence and professional behavior are evaluated annually in the Student Reviews. Individuals may raise concerns about any student’s professional behavior at any time during the student’s enrollment. Procedures for addressing concerns about students’ professional behavior include:

- In accordance with APA and NASP professional and ethical standards, concerns about a student’s performance should be first discussed directly with the student by the individual who has the concern. If the concern persists, the student’s advisor or Program Coordinator should be contacted.

- The advisor and student develop a remediation action plan, using the Constructive Feedback Plan Form. The student is given a copy, and a copy is filed in the student’s file.
• If the concern is serious or if the advisor and student cannot remediate the concern using the Constructive Feedback Plan, the case is discussed by School Psychology faculty. Faculty can vote to implement additional remedial action or to terminate program enrollment.

• The student may grieve the situation to the DGS, Department of Educational Psychology in the College of Education and Human Development, 250 Educational Sciences Building.

In all instances, the student will be notified in advance of deliberation, will have an opportunity to respond, and will be encouraged to participate in the design of a tentative remediation plan. Regular feedback and an opportunity to correct the concern are seen as the main ways to protect student’s due process rights. Examples of possible remedial activities are to increase direct supervision of student performance, reduce workload by extending the time period for completing required coursework, require additional academic courses/practica, recommend individual or group counseling, redo course requirements, or complete additional training experiences. Satisfactory progress toward correcting the concern must be documented; additional rating forms may be used.

Section VII: General Information

Graduate Assistantships

Students may fund their education, at least in part, through graduate assistantships; these positions provide a stipend, tuition reduction, and health insurance. Most students hold one or two .25 FTE assistantships, each the equivalent of 10-hours work per week, during the academic year, or on .5 FTE position requiring 20-hours per week of work. Students must have program approval to have more than .5 FTE in assistantships during the academic year. The program strongly discourages employment above .5 FTE because additional employment generally undermines degree progress and completion. Only students in good standing and on track in research and exam requirements will be approved for employment above .5 FTE. Failure to obtain approval for assistantships over .5 FTE will affect standing in the program.

A .5 FTE (or 50%) assistantship, or the equivalent, generally provides full tuition remission and reduced cost individual insurance (but not other fees). This covers a maximum of 14 credits per semester. Graduate students may enroll in a maximum of 18 credits per semester, but each credit beyond 14 is the responsibility of the student. Students should also discuss potential enrollment beyond 14 credits with their advisor. Information about available positions can be obtained from the university’s Human Resources Graduate Assistant Employment website. Position announcements will also be shared via the program, department, and college listservs.

If a student does not qualify for resident tuition but has a graduate assistantship, they may qualify for resident tuition rates as an extended benefit of the assistantship. Generally, the rule is that if a student was a graduate assistant for a minimum of two semesters, they qualify for resident tuition for the same number of semesters that they were a graduate assistant. The maximum number of semesters this benefit can be used is four. There is a three-year time limit. Students who are interested in using this benefit should contact the Graduate Assistant Employment Program office (gaesinfo@umn.edu or 612-624-7070) for the specifics.

A note on data use and ownership: Data collected or analyzed as part of an assistantship are generally owned by the supervising faculty or principal investigators of a sponsored project (i.e., grant). Therefore, students must seek approval before using such data in any context beyond those directed by the faculty/PI. Before using any data
obtained through an assistantship or other employment or volunteer research activities for personal use (e.g., degree program research requirements, publications, presentations), the student should clarify issues of ownership and acceptable use with the faculty/PI. Failure to do so may result in inappropriate use of data that conflict with professional standards (i.e., ethical guidelines) and could affect standing in the program, in addition to nullifying the project.

**Registration**

Links to course information can be found on-line at OneStop and on flyers placed on area bulletin boards. Register on-line via the Academics tab on your MyU portal homepage. Most School Psychology core courses do not need permission numbers in order to register, although the EPSY 884# courses are exceptions. Students can get the permission numbers for courses beginning with 88## from the program assistant in 250 ESB (currently acvegell@umn.edu or 612-626-0367); for other courses, students should contact the course instructor.

Students will need to get a University of Minnesota ID Card which identifies them as a member of the University of Minnesota community. To get a U Card, bring a photo ID such as a driver’s license, state ID, or passport to the U Card Main Office, G22 Coffman Memorial Union, 300 Washington Ave. SE, (612) 626-9900. Students may initiate their U of M email account at https://www.umn.edu/initiate Students will need to know their student ID number. The number was assigned to their file when they applied to Graduate School. Students can call the Technology Help Line at 612-301-4357 for assistance in retrieving this number.

**Early Registration Deadline**

Students are required to register for classes before the first day of classes in order to avoid paying late registration fees. However, the Graduate School will allow students to register through the end of the second week of the semester if they pay late registration fees. This date is also the last day to add a course, change sections of a course, change grading options (including to or from audit status), and cancel a course without a "W" (withdrawal) appearing on the transcript. Changes to registration after the second week must be made by submitting the Graduate Registration Exception Request. This form will be automatically routed to the instructor and the Registrar for approval. Graduate students will be permitted to cancel courses through Friday of the sixth week of the semester with the advisor’s signature. Courses canceled after the eighth week will require the signature of both the advisor and instructor, and the approval of the graduate school. No registration changes will be permitted after the last day of instruction.

These registration deadlines will be strictly enforced. Exceptions will be considered only by submission of the Graduate Registration Exception Request. Such requests are not routinely approved.

These deadlines will in no way change the University's refund policies, which are enforced by the Office of the Registrar. Further details on these policies, as well as on tuition and fees, are available via the One Stop website.

**Delayed Financial Support**

Students whose financial support is pending should not delay registration. They should register on time and contact Student Account Assistance [211 Bruininks Hall, 624-2873] for information on late payment fee policies.
The University provides options for payment of fees that allow students to spread out payment amounts over the school term.

**Registration and Holds Status**

The Graduate School determines when and if students are eligible to register for classes. Holds on registration may be placed on students’ accounts for scholastic reasons (e.g., low grade point averages, more than 8 credits of incompletes, or failure to file required paperwork) or financial reasons (e.g., overdue library books/fines or unpaid fees). If students have a hold on their record, they may not register until that hold is cleared. Notice of any hold, including the name of the office where it may be cleared, will be listed on the student’s MyU portal homepage.

**Graduate School Policy on Incompletes**

When a student accumulates more than 8 credits of incompletes, they are issued a warning at registration indicating the need for lowering the number of incomplete credits to 8 or less before the next semester. If the student still has more than 8 credits of incompletes when the next registration period begins, a hold is placed on their account preventing him/her from registering.

In addition to the above policy, our program has instituted the following procedures:

- Instructors should specify at the beginning of the course their position on incompletes in consultation with students enrolled in that course. This procedure is necessary because of the immediate professional responsibilities which students have toward their clients in the assessment and intervention sequences, practica, and other courses.
- Advisors should be informed of impending incompletes as soon as possible.
- Please note that a grade of "K" is frequently given in a course involving an ongoing program of study or research. Upon completion of the course requirements, the "K" grade is then converted to the regular course grade, and credit is granted.

**Resource Fees**

Students are assessed a resource fee in conjunction with each year of practicum in order to offset the cost of materials used in classes and fieldwork. These fees are charged to your student account and will be reflected on your tuition bills.

**Department Facilities & Resources**

**Office Space**

The School Psychology offices are located primarily on the third floor of the Education Science Building (ESB). The Educational Psychology Department offices are located on the second floor of the Education Science Building. Students typically have office space (if they have an assistantship) in the building where their research projects are housed. Attempts are made to provide office space to School Psychology students in ESB, but due to space limitations, there are no guaranteed spaces. Students employed by program faculty should inquire to their supervisor about the availability of space in ESB. Communal office spaces are available in ESB 190 and 275 for use during business hours. Students may also use the open air study rooms on each floor.

**Reminder:** Please be respectful of others in shared spaces, including office suites, conference rooms, and the atrium by maintaining low volume of conversation and media so as not to disturb others. Be mindful of
potential confidentiality issues when sharing information or storing sensitive documents in shared work areas since lack of walls and ceilings means sounds transmits easily throughout each floor or suite.

**Office Equipment**

A data projector and video cameras can be checked out at the front desk in 250 ESB. Students have access to computers through research projects, University computer labs, throughout the Education Sciences Building and the Educational Psychology Student Resource Library (third floor of ESB). A computer lab fee will appear automatically on your fee statement regardless of your actual U of M computer use.

**Keys**

Office keys are issued to those students with assistantships in the program one semester at a time allowing them access to independently assigned room/space. Students may request keys at the front desk in room 250 ESB. After office hours access is available to give students access to the building on evenings and during weekends and needs to be requested through the Ed Psych main office in room 250 ESB. Students will be required to complete a request form and have it signed by their appointment supervisor. Students are responsible for returning their assigned keys at the end of the semester. Lost or unreturned keys will result in a key replacement fee. For safety reasons, do not prop open any doors. If you are found to have propped open a door your building access and keys can be revoked and the University can choose to prosecute.

**Security**

Do not leave any unattended office doors open or unlocked at any time. Valuable computers, data, money, radios, wallets/purses, and coats have been stolen during brief absences.

**Mailboxes**

Mailboxes located on first floor ESB are provided for current students. Students with offices outside of ESB may have additional mailboxes in those buildings. Check your mailboxes often. Do not leave valuable items in these mailboxes as they are not in a secured area.

**Student Files**

Personally identifying information and student files are located centrally in 250 ESB. If any of the material in these files is requested by someone outside the School Psychology Program, it will be given only with student consent. Under the Buckley Amendment, students have access to all information in their file except those items for which they waived right of access.

The Graduate School requires the School Psychology Program to provide it with information about student demographics and progress to degree completion. Also, as an APA-accredited and NASP-approved program, we are often asked to complete surveys about this information. Therefore, the program tracks the information on student demographics and progress on the Annual Student Review form. Students are responsible for providing the program assistant with this required information.
Campus Resources

Technology & Online Learning Resources

- **Hardware and Software Information** - Computer and Device Support can connect you with discounted hardware, software, and cell phone options.
- **Tips and Training**
  - Free [training courseware](#) for MS Office products.
  - Free [mini-course](#) (requires registration) on assessing and overcoming your tendency to procrastinate.
  - [Online learning tips](#) from the University of Illinois.
  - Information on [how to be a successful online learner](#).
  - Zoom is used by the University of Minnesota for online meetings and video conferencing.
    - [U of M OIT Zoom Resources](#)
    - [Getting Started with Zoom](#)
- **U of M Technology Support**
  - [Online Tech Help](#)
  - [In-Person Tech Help](#)

Conference Funding

Students often present their research at professional conferences. The department generally provides some annual funding for a student’s travel; see the department office for information. The Program expects that students who receive department travel funds will present their research at the department’s Graduate Student Research Day, which typically occurs the first Friday in March. Funding is also available from the following university sources:

- [Council of Graduate Students](#) (COGS)
- [Graduate Students in Education and Human Development](#) (GradSEHD)
- [Community of Scholars Program](#) (COSP) for students from underrepresented backgrounds

Students may also pursue competitive funding through various professional associations (e.g., NASP, APA, AERA).

Research Consultation Services

**Research Methodology Consulting Center (RMCC):** RMCC provides consultations on methodology and statistical analysis to graduate students working on a dissertation or master’s thesis. Per RMCC, all RMCC recommendations should be cleared by the student’s committee before being undertaken. Four 45-minute consultations are provided each academic year at no cost. [Submit a request here](#).

**CAREI Research Methods Consultation:** Students may receive up to 4 no-cost consultations to support their thesis and dissertation work. [Submit this form to request assistance](#). You are encouraged to discuss with your adviser beforehand to ensure appropriate usage of the services.

Center for Writing

The [Center for Writing](#) provides online and in-person consultations by appointment or on a drop-in basis, as
well as hosts an annual dissertation retreat.

**Student Academic Success Services**

SASS provides individual consultation and online resources regarding a variety of topics including life balance, study skills, time management, self-awareness, and active learning.

**University Mental Health Resources**

- **The U Student Counseling Services (SCS)** provides individual and group treatment, workshops, academic counseling, consultation, and crisis resources.

- **Let's Talk** (counseling.umn.edu/lets-talk) is a free and confidential service for students seeking short-term support. No appointments necessary.

- **The Boynton Health Clinic** (boynton.umn.edu/clinics/mental-health) provides a variety of mental health services including individual and group therapy, urgent/crisis consultation, and alcohol and substance use services.

- **Learn to Live** (www.learntolive.com/partners) is an online mental health resource available to Student Services Fee-paying students on all University of Minnesota campuses. Learn to Live’s methods are based on Cognitive Behavioral Therapy (CBT) principles and the self-paced, confidential programs are designed to help with social anxiety, depression, stress and insomnia. There is also an option to work with member coaches who offer support for students as they work through Learn to Live’s programs, which helps increase their likelihood of behavioral change. When used consistently, online CBT has been shown to be as effective as in-person therapy and is a good fit for students who are not interested in face-to-face therapy or students that need a more flexible option.

  You can access Learn to Live with the code “UMN”. After entering the code, students will be asked to participate in a short assessment that helps provide personalized program recommendations. Once students start a program, they can return to it at any time as progress is saved as they go.

**Community of Scholars**

This program provides summer programs, workshops, and individual counseling for students from underrepresented groups. More information available at grad.umn.edu/diversity/community-of-scholars-program.

**Library Resources**

The U library provides tutorials on a variety of research processes, peer research consultants, and other specialized services for graduate students.

- [lib.umn.edu/instruction/tutorials](lib.umn.edu/instruction/tutorials)
- [lib.umn.edu/smart/prc](lib.umn.edu/smart/prc)
- [lib.umn.edu/services/grads](lib.umn.edu/services/grads)

**Multicultural Center for Academic Excellence**

The Instructional center provides one-on-one assistance in writing, statistics, and library research. See
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mcae.umn.edu/academic-support/academic-support.

**CEHD Funding Resources**

For college fellowships and scholarships, see [http://www.cehd.umn.edu/graduate/cehd-aid.html](http://www.cehd.umn.edu/graduate/cehd-aid.html)

**Graduate School**

- For a calendar of academic and professional development events, see [grad.umn.edu/current-students-academic-professional-development/apdcal](http://grad.umn.edu/current-students-academic-professional-development/apdcal)
- For university-wide fellowships and scholarships, as well as links to external funding, see [grad.umn.edu/fundingtuition](http://grad.umn.edu/fundingtuition)

**Other Campus Resources**

- [Graduate Student Services](http://ograd.umn.edu/) at the Center for Educational Innovation provides professional development opportunities and support for graduate instructors, including teaching resources and individual consultations regarding teaching.
- [Graduate Student Organizations](http://grad.umn.edu/organizations)
- [Student Cultural Centers](http://grad.umn.edu/culturalcenters):
  - American Indian Student Cultural Center (AISCC)
  - Asian Student Union (ASU)
  - Black Student Union (BSU)
  - Disabled Student Cultural Center (DSCC)
  - La Raza Latinx Student Cultural Center
  - Queer Student Cultural Center (QSCC)
  - Al-Madinah Student Cultural Center (AMCC)
  - Minnesota International Student Association (MISA)
  - Feminist Student Activist Collective (FSAC)
  - University Indigenous Women and Women of Color
- [Graduate Students of Color Alliance](http://grad.umn.edu/coloralliance)
- [Asian Pacific American Resource Center](http://aparc.umn.edu/)
- The [Immigration Response Team](http://immigration.response.umn.edu) provides resources and supports to members of the U community of all immigrant statuses (re: local and national immigration policy, regulations, etc.)
- [Gender and Sexuality Center](http://gsc.umn.edu/)
- [Women’s Center](http://womenscenter.umn.edu/)
- The [Disability Resource Center](http://drc.umn.edu/) works with students, faculty and staff to provide accommodations and services to improve access for people with disabilities.
- [Student Conflict Resolution Center](http://scre.umn.edu/)

**Other Resources**

- The University now has an institutional membership with the [National Center for Faculty Development and Diversity](http://ncfdd.org) (NCFDD). Basic NCFDD resources are available free of charge to faculty and instructors, graduate students, and post-docs.
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- American Psychological Association (APA). You can get information about APA at [www.apa.org](http://www.apa.org). Students may also be interested in the Division of School Psychology ([Division 16](http://www.apa.org/education/grad/index.aspx)).
  - Specialized resources for graduate students are available at [http://www.apa.org/education/grad/index.aspx](http://www.apa.org/education/grad/index.aspx)
  - Fellowships and research funding opportunities are searchable at [http://www.apa.org/education/grad/funding.aspx](http://www.apa.org/education/grad/funding.aspx)
- National Association of School Psychologists (NASP). You can get information about NASP at: [www.nasponline.org](http://www.nasponline.org)

## Licensure and Certification

### Minnesota Psychology Licensure

The PhD program in school psychology prepares graduates for entry-level doctoral practice, including the pursuit of licensure to practice psychology. Students who graduate from this program with a PhD are eligible for licensure in the state of Minnesota following the completion of supervised post-doctoral experience and passing the Examination for Professional Practice in Psychology (EPPP) and the Minnesota Professional Responsibility Examination (PRE). Current information on the licensure process is available through the Minnesota Board of Psychology, [http://www.psychologyboard.state.mn.us/](http://www.psychologyboard.state.mn.us/), 612-548-2100, 2829 University Ave SE Suite 320 Minneapolis, MN 55414.

Information on the EPPP and a compendium of state and province regulations for psychology licensure is available from the Association of State and Provincial Psychology Boards (ASPPB), [http://www.asppb.net/](http://www.asppb.net/).

In addition, students may wish to seek board certification in psychology. Information on certification, including early entry for graduate students and interns, is available through the American Board of Professional Psychology, [www.abpp.org](http://www.abpp.org).

### Minnesota School Psychology Certification

Students who graduate from a NASP-certified program are eligible for certification as a school psychologist in the State of Minnesota. Students who will be practicing in schools will need to apply to the Minnesota Professional Educator Licensing and Standards Board (First-Time Full Professional Minnesota License). Upon completion of requirements for certification, students follow the steps required for Other School Professional Licensing at the [Minnesota Professional Educator Licensing and Standards Board](http://www.psychologyboard.state.mn.us/). This generally entails submitting an application, license fee, and transcript. The Minnesota Professional Educator Licensing and Standards Board (PELSB) can be contacted at 651-539-4200, 1021 Bandana Blvd E., Suite 222, St Paul, MN, 55108.

### Fingerprinting Requirements and Fee

Minnesota State Law requires that all candidates applying for initial licensure be fingerprinted for national and state criminal background checks. If you completed your internship in Minnesota with the Limited Intern License, you already had a background check. According to PELSB, you do not need another fingerprinting. If you do need to submit a fingerprint card, please be sure to use the [PELSB's fingerprint card](http://www.psychologyboard.state.mn.us/) (available at 250 ESB). If you have the time, it may pay to check around. Washington County will fingerprint for free. Hennepin...
County will fingerprint during regular business hours, however, there is a charge. Most police stations will also fingerprint you for a small fee. You might want to check the county you are residing in to find out if they offer fingerprinting for free. The UMPD no longer provides fingerprinting services.

**National Certification for School Psychologists**

All program graduates are eligible to apply to become Nationally Certified School Psychologists, the professional credential of the National School Psychology Certification System of the National Association of School Psychologists. The program strongly recommends graduates for the NCSP. This professional credential is required by over 50% of states for certification as a school psychologist. For more information or an application, visit NASP website at [http://www.nasponline.org/certification/index.aspx](http://www.nasponline.org/certification/index.aspx). Students may request program approval of their NCSP applications after all degree requirements have been completed.

- The program coordinator will sign the Verification of Completion of School Psychology Program form. Be sure to provide your unofficial transcript when you submit the form for signing.
- The fieldwork coordinator will sign the Internship Verification Form.
Appendix: Recent Student Research

Dissertations

Julia A Baker (PhD, 2018, Advisor: Theodore J Christ)

*Summer Learning Loss in Reading Achievement: Effects of Demographic Variables and Summer Activity*

The purpose of this dissertation was to determine if there was a statistically and practically significant effect of summer learning loss in reading in primary grades, and to determine whether or not that loss varied by demographic variables and/or summer activity. The first study examined if demographic variables such as free or reduced lunch status, special education status, eligibility for English Language Learner services, or race influenced summer learning loss. The second study controlled for significant demographic variables and determined if summer literacy activities at home, as measured by a survey, or summer program attendance were associated with differential summer learning loss. Based on recommendations in previous literature, intervening instructional time was minimized and students were tested within the last 10 days of school in the spring and the first 10 days in the fall. There was a significant effect of summer learning loss in reading in four of the six grades studied, and in those grades, the effect size of the loss was medium to large in magnitude (i.e., $d = .52 – 1.37$). Demographic variables and summer activity, as measured by the present study, accounted for a small proportion of the variance in summer change. Keywords: summer learning loss, summer slide, summer regression.

Danielle Becker (PhD, 2020, Advisor: Theodore J. Christ)

*Mathematics Computation: Generalizability and Dependability of Student Performance by Sample Size*

The purpose of this study was to estimate the utility of general outcome measures and targeted skill measures to answer questions related to the mastery of mathematics computation skills. Specifically, this study used skills analysis to analyze student performance on curriculum-based measures in mathematics (CBM-M) with special attention to skill. Participants included 488,572 students in second and third grade across a national sample of participants. Generalizability theory was used to investigate the reliability of student mathematics computation performance samples. Generalizability studies were conducted to estimate the amount of variance in student performance associated with person, form, item (problem), and the interactions between each of these facets. Decision studies were conducted to determine reliability and standard error of measurement (SEM) estimates for various student performance samples, in terms of both rank order reliability and absolute score reliability. The results of this study provide an estimate of the size of a performance sample required to make reliable and valid decisions to guide instructional planning.

Stephanie K Brunner (PhD, 2019, Advisor: Amanda Sullivan)

*Influence of Head Start Lead Teacher Profiles on the Relation between Coaching and Intervention Fidelity*

Promoting social-emotional (S-E) competence among young children from low-income backgrounds (LIB) remains a national imperative, given that early S-E competence predicts later outcomes and that children from LIB are less likely to enter kindergarten with adequate S-E skills. From an ecological perspective, high-quality early childhood education (ECE) experiences can offer differential benefit to children from LIB, so it is worthwhile to devote efforts to improve ECE quality. Coaching-centered interventions that provide ECE teachers with ongoing support for implementation of new strategies, like the Incredible Years Teacher Classroom Management
School Psychology Program

Program (IY TCM), predict positive changes in teacher behavior, classroom climate, and S-E competence. Additionally, teachers’ professional background, psychological load, perceptions, and classroom process quality can impact coaching and fidelity outcomes. Using data from the Head Start CARES national demonstration, this dissertation explored the degree to which Head Start lead teachers’ responses on indicators could be organized into profiles and, subsequently, the degree to which profile membership moderated the relation between coaching dosage and average IY TCM intervention fidelity. Latent profile analysis results supported three profiles, best distinguished by low, moderate, and high levels of initial classroom process quality. Despite a lack of relationship between coaching dosage and average fidelity, logistic regression identified main effects of profile membership, such that lead teachers in Profiles 1 and 2 were less likely than teachers in Profile 3 to be in the high mean fidelity group when provided with the average coaching dosage. Results offer implications about collections of teacher-level factors that impact fidelity, future directions for exploring CARES data, and Head Start technical assistance.

Elizabeth Christian (PhD, 2017, Advisors: Clayton Cook, Amanda Sullivan)

The Effectiveness of the ACHIEVER Adult Resilience Curriculum in Promoting Teacher Wellbeing

Teaching is a multifaceted profession, capturing a range of experiences that are exciting, rewarding, challenging, frustrating, and exhausting. Research has shown that teachers are at high risk of chronic stress and burnout which impacts teacher health, wellbeing, and effectiveness in the classroom. In the present study, the effectiveness of a theoretically based professional development program—the ACHIEVER Resilience Curriculum (ARC)—to increase teacher wellbeing and decrease symptoms of burnout was examined. The ARC training integrates several wellness promotion practices into one comprehensive program. To evaluate the effectiveness of the ARC, a randomized block controlled study with pre-post data collection was performed. The sample included 67 teachers from six schools in one large urban school district. Analyses showed that teachers who received ARC training experienced increased feelings of efficacy, overall subjective wellbeing, and reduced emotional exhaustion compared to an attention control group. In addition, increased feelings of wellbeing and reduced emotional exhaustion were correlated with higher quality teacher-student interactions. Evidence from this study also suggests that demographic variables such as grade level taught or number of years of teaching experience may moderate the effects of the ARC, indicating a need for continued research on the function and effectiveness of this program. Finally, teachers who received the ARC training indicated they found it to be feasible and acceptable for use in schools to promote teachers' wellbeing. The implications of these findings for teacher training and practice, suggestions for future research, and the limitations of this study are discussed.

Kate Clayton (PhD, 2015, Advisors: Theodore J Christ, Scott Rushton McConnell)

The Influence of Parenting Stress and Social Support on Parenting Behavior during a Preventative Parenting Education Program for Enhancing School Readiness.

The purpose of this study was to examine if parents with increased levels of risk (e.g. increased parenting stress and lower perceived social support) and less developed parenting behaviors prior to the intervention would show more change in key parenting behaviors (e.g. parent knowledge and parent-child language interactions) over the course of the intervention. Forty-seven parent-child dyads participated. Participants were recruited through a larger parent study investigating the overall efficacy of the intervention. All participants were English speaking. The majority of families were living below the poverty line. A quasi-experimental, pretest-posttest within-subjects intervention design was employed to evaluate the extent to which elevated parenting stress levels or low levels of social support moderated either a) increases in parenting knowledge or b) increases in CT for parents who participated in the College Bound Babies parenting education program. Dependent variables included change in frequency of parent-child conversational-turns and change in parenting
Maureen Cooper (PhD, 2015, Advisor: Sandra L. Christenson)

Examining the Effects of an Attribution Retraining Intervention on the Attributions and Engagement of Alternative School Students.

The purpose of the present study was to examine the effectiveness of an intervention designed to increase effortful attributions in high school students enrolled in an alternative high school at risk for failure to graduate. Pre-test and post-test self-report surveys on student attributions and engagement were collected and analyzed prior to and after the administration of an attribution retraining intervention for a treatment and control group. An additional 5-question survey on educational background was collected to better describe and understand the educational experience of the sample of students. The attribution and engagement surveys suggested that there were no significant effects of the attribution retraining intervention on student attributions or engagement. A significant relationship existed between perceived family support for learning, and students’ history of consistent attendance in school. Limitations and implications for future research are discussed.

Joseph Demers (PhD, 2016, Advisor: Theodore J Christ)

Student-Centered Analyses of Classroom Perceptions and their Prediction of Student Disengagement

The purpose of this project was to examine modifications to REACT—a student rating scale assessing the classroom environment—to better predict classroom aspects associated with student disengagement. Specifically, the studies examined psychometric properties of student rating items corresponding to unsupportive and unpleasant aspects of the classroom environment within the existing subscales on REACT, as well as items corresponding to perceptions of social interactions and teacher relational support. The studies then examined the extent to which new items and existing items on REACT associated with student reports of engagement and disengagement and student characteristics considered to place students at risk for disengagement. 1160 middle school students completed REACT, along with 36 new items and a measure of engagement and disengagement. Teachers reported data about student characteristics, including gender, Special Education and Section 504 status, achievement in class, social behavior, and class participation for 744 of these students. Study one examined psychometric properties of the new items, including several confirmatory factor analyses to assess the extent to which new items fit with REACT. Results indicated a majority of items constituted a new instrument—CAIRS—corresponding to social aspects of the classroom environment, in contrast to instructional aspects. Regression analyses indicated new items accounted for additional variance in student engagement and disengagement, after controlling for responses on REACT. In Study two, correlation and regression analyses indicated REACT scores exhibited few significant differences relative to different student characteristics. CAIRS scores did exhibit such differences, but effect sizes were small. Implications and future research are discussed.

Calvary Diggs (PhD, 2020, Advisor: Theodore J Christ)

Sources of variance in reading comprehension research: The role of measures and interventions
The purpose of this study was to examine if differences in reading comprehension measures’ response formats were associated with differential outcomes for reading comprehension interventions. Specifically, this study used meta-analysis to evaluate the overall treatment effect of reading comprehension interventions, the association between a measure’s response format and measured intervention outcomes, and whether specific intervention effects varied based on the measure’s response format. A systematic review of the literature identified 66 published and unpublished research reports and studies conducted since 2000. All studies administered a reading comprehension intervention for students in the primary grades and measured the effects using a reading comprehension measure. Meta-analytic findings suggested an overall positive effect of reading comprehension interventions for both intervention to control group comparisons at posttest (Hedge’s $g = 0.20$) and pretest to posttest comparisons in the intervention group (Hedge’s $g = 0.71$). The response format of a reading comprehension measure, specifically retell/summary formats, was significantly associated with intervention outcomes, even after controlling for purposively selected variables. Findings also indicated that improving background knowledge and multicomponent interventions were significantly associated with performance on measures of reading comprehension with retell/summary response formats. The results of this study provide additional evidence that measures using the retell/summary response formats value reading comprehension differently, specifically in the context of interventions. Findings may also be used to caution against the interchangeable use of retell/summary formats with other measures of reading comprehension.

**Rebecca Edmunds** (PhD, 2020, Advisors: Robin Codding)

*The Differential Effects of Elaborated Task and Process Feedback on Multi-digit Multiplication*

**Lynn Edwards** (PhD, 2016, Advisors: Jim Ysseldyke, Matthew K Burns)

*Investigating Why Phrase Drill Works: The Effects of Modeling and Sentence Repetition on Student Oral Reading Fluency Skills*
sentence repetition, which are two specific instructional components that are typically used in PD, by creating instructional variations of PD that separated the two components into two levels (low and high conditions). The study used a two-by-two factorial, between-subjects experimental design with a control condition. Participants were 111 second grade students attending elementary school in the upper Midwestern United States. The participants were identified as being below benchmark on a grade level curriculum-based measure in reading. Participants were randomly assigned to one of the four PD intervention conditions or the control condition. Each participant received one session of one of the intervention conditions or the control. Participants were assessed using a reading fluency measure looking at both accuracy and reading rate. Results indicated modeling functions as a potential causal mechanism of the PD intervention but sentence repetition does not function as a causal mechanism. Secondly, the results provide evidence for the effectiveness of the PD intervention in increasing struggling second grade readers’ ability to read words accurately in connected text. Third, the results lend preliminary support for using the instructional hierarchy conceptual model to identify causal mechanisms of reading interventions specifically in the area of the acquisition stage of the hierarchy. The results of the study were contextualized within theory and previous research. Implications for practice, directions for future research, and limitations of the study were also addressed.

Victoria Erhardt (PhD, 2019, Advisors: Faith Miller)

Effectiveness and Key Components of School-Based Anxiety Interventions

Anxiety disorders and subclinical anxiety symptoms are prevalent in childhood and adolescence, highlighting the need for prevention and early intervention efforts. While research has demonstrated positive effects for some school-based anxiety interventions, additional research is warranted to ascertain program effectiveness, composition, and delivery to best meet student needs. This multi-study dissertation project comprised of two studies. Study 1 was a systematic literature review that examined anxiety interventions for youth in school settings and updated and expanded a previous systematic review (Neil & Christenson, 2009) to more fully understand the state of the science regarding school-based anxiety programs. Randomized controlled trials (RCT) from articles published between 2008 and June 2016 were reviewed and evaluated in areas including program effectiveness, program content, intervention intensity, and participant age. Twenty-two RCTs, representing 9,693 study participants, were coded and analyzed. Results indicated that 43% of trials reported statistically significant reductions in anxiety (ES = -0.69 to -0.15) with the majority of programs based in cognitive behavioral therapy (CBT). Results from Study 1 were used to inform the development and implementation of an applied school-based anxiety intervention. In Study 2, Think Good Feel Good was implemented as a low-cost, 6-week, CBT-based modularized intervention to address student anxiety in an elementary school utilizing a multiple-baseline single case design. The main purpose was to analyze the effectiveness of the program as measured by formative and summative anxiety assessment measures following a multi-method, multi-source approach. Participants included 14 students across third, fourth, and fifth grades at a public elementary school. Results of the study indicated both responders and non-responders to the intervention. Self-report data on the Multidimensional Anxiety Scale for Children (MASC-2) pre/post assessments showed statistically significant anxiety reduction on the generalized anxiety disorder and the physical symptoms scales, whereas parent and teacher pre/post data and progress monitoring data revealed mixed findings. Social validity data from students indicated high acceptability and perceived utility. The implications of the results from this dissertation project for future research and practice are discussed.

Elyse Farnsworth (PhD, 2018, Advisor: Amanda Sullivan)

Influence of Child Find Referral Mechanisms on Early Childhood Special Education Participation

According to the Individuals with Disabilities Education Act (2004), state and local education agencies
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are obligated to locate, identify, and evaluate all individuals ages birth to 21 years who may be in need of special education services and supports. Past research suggested, however, that disparities exist between the percent of children who demonstrate needs and those who participate in special education (e.g., Boyle et al., 2011). This indicates that child find referral mechanisms may not be effectively functioning to locate all children in potential need and suggests that examining the influence of referral mechanisms on receipt of special education may provide important information for improving practices and upholding the law. During preschool, four common child find referral mechanisms exist to aid in the identification of young children with special needs. These include referrals that result from early childhood screening, well-care visits, early childhood education providers, and parent knowledge of development. The purpose of this study is twofold. First, I aimed to understand if the disparities between special need and special education participation are observed during preschool. Second, I examined the extent to which involvement with one of the common child find referral mechanisms predicted participation in early childhood special education among a nationally-representative sample of preschoolers with special needs born in the United States in 2001, using multivariate logistic regression of data from the Early Childhood Longitudinal Study – Birth Cohort. Findings indicated that 20.9% of preschoolers included in the sample demonstrated special needs, while only 5.9% of participants received special education services during preschool. Attendance at well-care visits and parent knowledge were not significant predictors of early childhood special education participation after controlling for ecological covariates; however, attending early childhood screening and any form of early childhood education significantly increased the likelihood that preschoolers with special needs participated in early childhood special education. The relationship between early childhood screening and receipt of early childhood special education was moderated by gender, with significant effects being most profound for girls. Likewise, birth weight influenced the relationship between early childhood education and early childhood special education participation. Results suggest that educational agencies should focus child find efforts on strengthening referral relationships with early care providers and ensuring all families of young children attend early childhood screening.

Aria Fiat (PhD, 2020, Advisor: Clayton Cook)

Profiles of Parental Mental Health and Children's Academic Coping.

Academic coping moderates the relationship between academic stress and children's social, emotional, and behavioral functioning (Grant et al., 2003). Parent psychopathology affects children's coping, but minimal research has explored the relationship between other facets of parent mental health and children's academic coping. Moreover, most research studying the interplay between parent mental health and children's coping has taken a variable-centered approach. This study conducted person-centered analyses to derive latent classes of parents based on how they respond and adapt to stressful life events, then examined how the classes differentially relate to children's academic coping. Participants were 115 adults with children between the ages of 5 and 15 in the mid-western United States. Data were collected using the parent report form of the Response to Academic Stress Questionnaire (RSQ-AS; Connor-Smith et al., 2000), the Perceived Stress Scale (PSS; Cohen, Kamarck, & Merzelstein, 1994), the Life Challenges Scale (LCS; Sullivan et al., 2019), and a single-item life satisfaction scale (MIDUS, 1995). Results of Latent Profile Analysis—using indicators of life satisfaction, stressful life events, perceived helplessness, and perceived self-efficacy—indicated that a 3-class solution provides the best fit empirically and conceptually. The automatic 3-step approach (Asparouhov & Muthén, 2013) was performed to examine socioeconomic factors related to class membership, as well as to examine the association between parent group membership and children's responses to academic stress. Results indicate that income and education were weakly associated with parent membership in two of the groups. Further, parent group membership was significantly associated with children's primary control coping, disengagement coping, and involuntary disengagement. This study adds to the literature on children's coping
in response to academic stress, suggesting that there are certain profiles of parents based on indicators of subjective wellbeing and perceived stress that relate to children’s functioning in school, above and beyond stressful life events. The implications of the findings, limitations, and future directions are discussed.

Elizabeth Hagen (PhD, 2015, Advisor: Sandra L Christenson)

Determinants of School Completion: Student Perceptions of Success at an Experiential Learning High School.

Although high schools in the United States use a wide range of interventions to increase school completion, a large number of students still drop out each year. Research has shown that, to be effective, interventions must facilitate engagement in learning and connectedness to school. The scale of the dropout crisis suggests that there is a significant population of students who may benefit from interventions that are more comprehensive than supplemental supports in a traditional school environment. The purpose of this phenomenological case study was to develop an understanding of the experience of successful students at an experiential high school in order to examine experiential education as a whole school approach to facilitating school completion. The fourteen participants were students who enrolled at an experiential high school after becoming disengaged at other schools. According to these students, the structures of an experiential high school—notably, projects, expeditions, advising, and a close-knit community—created a school experience of meaningful academic learning and strong relationships that made them feel valued as individuals. Projects and expeditions provided the context for relevant and meaningful learning experiences and created opportunities for relationships to emerge and strengthen. Students associated feelings of being accepted, challenged, and supported with the format of the school, including membership in a close-knit community and the centrality of the advisory relationship. For participants in this study, these experiences were part of a progression that began when students recognized they wanted to leave previous schools and ended when students reflected back on successes as they approached graduation.

Matthew Hall (PhD, 2016, Advisors: Matthew K Burns and Jennifer McComas)

A Comparison of Targeted and Multicomponent Small-Group Reading Interventions in Early Elementary Grades.

Although there is a broad research base supporting effective components of reading interventions, less is known about how to implement reading interventions in small groups. The current study investigated the impact of implementing small group reading interventions targeted to student needs guided by the theoretical frameworks of the Instructional Hierarchy (Haring & Eaton, 1978) and Chall’s (1983) stage theory of reading development. A between-participants randomized block design was used to assign 50 second and third grade students to either a targeted or multicomponent small group reading intervention to ensure equal students with decoding and fluency needs were in each condition. Results revealed no differences between conditions on measures of decoding, fluency and comprehension following 4-weeks of intervention. However, students with a decoding need were found to significantly improve their decoding skills compared to students with a fluency need regardless of condition. Observations of the interventions being implemented indicated that all four interventionists modified the interventions or added additional components. Implications for theory and practice are discussed.

Amber Suzanne Hays (PhD, 2018, Advisor: Scott Rushton McConnell)

The Relation between Parent Involvement and the Development of Kindergarten Self-Regulation and Literacy Skills

Since the turn of this century, improving school readiness for young children has been a central tenet of research, practice, and public policy at the local, state, and national levels (Blair, 2002; Boethel, 2004; Hair, Halle, Terry-Humen, Lavelle, & Calkins, 2006; Konald & Pianta, 2005; Nores, Belfled, Barnett, & Schweinhart, 2005;
Rolnick & Grunewald, 2003; Shonkoff & Phillips, 2000; Snow, 2006; Zigler & Hall, 2000). At the same time, the academic and behavioral expectations for young children in kindergarten have skyrocketed (Bassok & Latham, 2017). Thus, it comes as no surprise that a plethora of early childhood programs supporting the development of behavioral self-regulation are currently under development and evaluation (e.g., Bierman et al., 2008; Bodrova & Leong, 2007; Raver et al., 2008). The most promising of these programs target social and emotional competence, classroom quality, and parent scaffolding support for learning. Yet, very little is known about self-regulation development after the transition to formal schooling or how to promote growth in academic-focused kindergarten programs. The present study explores relations between parent involvement, one potential method, and growth in literacy and self-regulation skills. Thirty-seven kindergarten children were recruited from six classrooms in a rural consolidated school district. Direct assessments of literacy skills and self-regulation skills were collected in the fall and spring. Teachers reported on children’s self-regulated learning behavior in the winter. Parents reported on their involvement in education as well as several demographic characteristics. Multiple linear regression analyses were used to examine the relation between parent involvement and growth in literacy and self-regulation skills after controlling for relevant demographic variables and school readiness skills. Results indicated that parent involvement was not a significant predictor of either spring outcome. In addition, self-regulated learning was not significantly associated with spring literacy or self-regulation skills and could not be explored as a potential mediator. Instead, school readiness skills remained the most robust predictors of success in kindergarten. Implications for future research are discussed.

Alaa Houri (PhD, 2020, Advisor: Faith Miller)

Screening for Social-Emotional and Behavioral Aspects of Kindergarten Readiness: A Systematic Review of Screeners and Validation of BASC-3 BESS Teacher for Somali Students

Best practices in universal screening procedures entail the use of teacher-reported screening measures for the identification of students who may benefit from social-emotional and behavioral (SEB) supports. Few studies have systematically identified available screening measures, or examined their use with diverse populations. Therefore, this project aimed to (a) examine the current landscape of teacher-reported universal screening measures for assessing the SEB components of kindergarten readiness, and (b) fill a gap in the literature on bias evaluation evidence of SEB screening measures for kindergarten students. This project, then, included two studies: Study 1 systematically identified 11 SEB screening measures and reviewed the psychometric properties of each measure. This study also included a review of bias evaluation evidence provided for each scale. Results of this study demonstrated adequate to strong reliability evidence overall; however, validity and bias evaluation evidence were severely lacking. Study 2 aimed to expand on the current research landscape for bias evaluation by examining the internal structure of the Behavioral Assessment Scale for Children, Third Edition, Behavioral and Emotional Screening Scale (BASC-3 BESS) teacher form for a Somali kindergarten student population by seeking to replicate the factor structure of the BASC-3 BESS identified for the norming population with a Somali student sample. Results of this study demonstrated similar internal structure findings between a Somali student sample and the BASC-3 BESS norming sample, providing preliminary support for its use within a Somali kindergarten student population. Future research efforts should continue exploring the remaining psychometric properties of the BASC-3 BESS Teacher in a Somali student sample to provide further evidence for its use with this student population.

Leila Jones (PhD, 2019, Advisor: Robin Codding; Amanda Sullivan)

Culturally and Linguistically Responsive Mathematics Word Problem Solving with English Learners
Schema-based instruction is recognized as an effective practice to teach children word problem solving skills. The purpose of this study was to evaluate the effectiveness of a culturally and linguistically responsive adaptation to schema-based instruction with a sample of Spanish-speaking English learners. A multiple probe design across participants was used to evaluate the efficacy of the culturally and linguistically responsive schema-based instruction on word problem solving performance. Maintenance of intervention effects was assessed six weeks following intervention implementation. Student perceptions of the culturally and linguistically responsive schema-based intervention were also measured. Results indicate that the intervention was successful at improving and maintaining word problem solving performance with this sample. The students reported an overall positive attitude toward the intervention, providing evidence that they understood, enjoyed, and felt they benefited from the intervention.

Rebecca A Kanive (PhD, 2016, Advisor: Matthew K Burns)

Relationship between the Learning Hierarchy and Academic Achievement on Strategies Used by Third-Grade Students when Solving Multiplication Word Problems

Distinguishing between sources of variability in mathematics performance may contribute to a more comprehensive theory of mathematics skills. Research has examined student differences based upon scores on achievement tests, which provide overall proficiency, but may not provide the detailed information for identifying and remediating difficulties. The Learning Hierarchy (Haring & Eaton, 1978) considers how students learn different academic skills as they progress through a learning sequence and has previous support as an intervention heuristic (Daly & Ardoin, 1997), but there is limited research for mathematics (Burns, Codding, Boice, & Lukito, 2010). The purpose of this study is to extend previous research by examining the Learning Hierarchy conceptual model as a framework based on performance on a fluency measure, as well as broaden the previous research base around the characteristics of problem solving for students by examining strategy use of students in specific phases in the Learning Hierarchy. Participants were 492 third grade students and were administered measures of computation fluency and application. Students were classified into four categorical phases based on accuracy and fluency scores (Burns, 2004; Burns, VanDerHeyden, & Jiban, 2006; VanDerHeyden & Burns, 2008). To examine strategy use, student responses were scored for overall accuracy and coded for strategy used to solve the problem (Zhang, Ding, Barrett, & Xin, 2014). The results support previous research findings in strategy development suggesting that mathematics achievement significantly predicts accuracy of strategy (Zhang et al., 2014). When student performance was compared based upon phases of the Learning Hierarchy, students in initial phases displayed more variation in strategy selection but, were less accurate and used lower quality strategies. The current findings are promising for consideration of the Learning Hierarchy as a potential conceptual heuristic model in mathematics. Current results were contextualized within previous research and potential implications for theory and future research supporting the validity of the Learning Hierarchy framework as well as the potential of understanding strategic development on intervention were discussed.

Abbey C Karich (PhD, 2016, Advisor: Matthew K Burns)

Intervening with the Interventionist: Matching Interventions for Treatment Integrity to Stages of the Transtheoretical Model of Behavior Change

Within the implementation science literature, there is a well-established gap between research-based interventions and effective implementation. Changing the behavior of those responsible for carrying out new innovations within schools is necessary in order for interventions to be implemented with fidelity (Durlak & DuPre, 2008; Wickstrom, Jones, LaFleur, & Witt, 1998). The current study applied an adapted transtheoretical model (TTM) of behavior change in an attempt to increase treatment integrity among resistant teachers.
Interventionist level variables were situated within stages of TTM and possible strategies were identified to intervene with a teacher. Two multiple baseline designs were used to deliver matched interventions to three teachers, each working with three students. Treatment integrity on the intervention protocol and student outcomes on a mastery assessment were monitored each session. The study occurred over five weeks, resulting in 21 intervention days. Teachers were also interviewed after each phase of the study to identify common needs/barriers and aid in interpretation of single-case design data. Results were variable but offered promise for matching the adapted TTM stages to teachers in consultation. Consultation in general increased initial treatment integrity across all teachers and phases, although these effects did not seem to last. Implications for practice and theory, limitations, and future directions for research are discussed.

Jessie Kember (PhD, 2017, Advisors: Theodore J Christ, Annie Hansen)

Sexual Minority Youth Diversity and Resilience

These studies were part of a research line to examine how the definitions of sexual minority youth influence how and what is learned about members and subgroups in this heterogeneous population. The first study was an examination of how membership in the sexual minority population is influenced by the definition(s) of sexual orientation, as measured by the Minnesota Student Survey (MSS). The study examined the within-group variability in the populations of sexual minority youth, and discordance between reported sexual identity and sexual behavior. Results indicated that sexual orientation definitions yielded distinct prevalence rates for sexual minority youth, with some differences in prevalence of males and females across definition categories. Overall, sexual orientation definition and gender did not predict age. Evidence regarding the congruence of sexual identity and sexual behavior was inconclusive for males and females. The second study was an examination of protective factors and their interaction with alternate definitions of sexual minority youth. The second study used Latent Profile Analysis (LPA) to identify the profile structure of sexual minority MSS participants based on a combination of individual-level protective factors. Results indicated that heterosexual students scored higher on developmental skills and supports compared to non-heterosexual students. Across students, three resilience profiles existed: low, medium, and high. Finally, age and sexual minority status significantly predicted resilience profile membership.

Aleksis Kincaid (PhD, 2017, Advisor: Amanda Sullivan)

Prevalence of Youth with Disabilities in the Juvenile Justice System

The U.S. juvenile justice system disproportionately incarcerates minority youth, youth from impoverished backgrounds, and youth with disabilities (YD). Youth who are involved with the juvenile justice system have a decreased chance of completing high school, lower work participation and earning rates, and are more likely to commit offenses as adults than peers who were not involved in juvenile justice. There is some evidence that these outcomes are magnified for YD. This project investigated whether YD were more likely to: end up in court, commit different offenses, and receive harsher sentences than youth without disabilities. In Study 1, extant datasets of administrative educational and court records were linked to investigate the prevalence of youth with disabilities in the juvenile court system, types of offenses committed, and county attorney’s choice of degree of referral. Study 1 found that YD were overrepresented in the juvenile court system, but that when disability was categorized as a dichotomous variable, the finding was not robust to sex, race/ethnicity, and free or reduced-priced lunch (FRL status). When disability categories were disaggregated, youth with EBD, OHI, and SLD were overrepresented in the juvenile courts, while youth with ASD, DCD, physical or sensory impairments, and SLI were underrepresented. In addition, save for drug law violations, YD were more likely to be referred for non-status offenses (e.g., crimes against persons, property, public order) than their peers. Lastly, youth with disabilities as a group were referred to court with a higher degree of severity than their peers, a trend that held
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across most disability categories, and though attenuated, remained when the type of offense was included. Study 2 investigated the likelihood that YD would be convicted delinquent and whether they were incarcerated for longer periods of time than youth without disabilities. YD received delinquency convictions at rates similar to their peers. In contrast to previous literature, YD were not incarcerated for greater lengths of time than their peers. These studies elucidate the relationship between youth with various disabilities and involvement in the juvenile justice system, an important first step in determining both risk and resiliency factors. Research implications are discussed.

**Allyson J Kiss** (PhD, 2018, Advisor: Theodore J Christ)

**Investigating Young Children’s Attitudes toward Mathematics: Improved Measurement and the Relation to Achievement**

Researchers in the field of school psychology have recently emphasized the influence of different academic enablers that may influence how students achieve and perform in school. In this literature, attitudes have not yet received much attention as an enabler. However, students as young as pre-kindergarten enter school with predisposed attitudes towards mathematics. These attitudes may influence their engagement, persistence and performance in mathematics. Evidence also suggests that mathematics performance in kindergarten and first grade can predict performance later in life. Thus, it is important for school psychologists and educators to understand how students perceive their ability and perceive the task of mathematics to help students build their competence to become later successful learners. Understanding the earlier development of these attitudes may help foster more positive perceptions and mathematics learning environments for all students. The purpose of this two-study dissertation was to examine attitudes toward mathematics among young children in kindergarten and first grade. Specifically, the purpose of Study 1 was to develop an assessment instrument to measure attitudes toward mathematics for students in kindergarten and first grade and to examine the reliability and validity evidence for potential use in a school setting. Further, Study 2 aimed to investigate the extent to which different attitudes such as perceived self-competence beliefs, enjoyment, and importance were related to student mathematics achievement as measured by teacher ratings and standardized mathematics assessments. This study is first in an emerging line of inquiry to understand how attitudes influence various achievement outcomes for young children, and, thereby identify if, how, and to what effect attitudes of young children might be targeted for intervention.

**Jenna Klaft** (PhD, 2020, Advisor: Robin Codding)

**Supporting Fidelity of Implementation of Class-wide Behavioral Interventions**

These studies were part of a research line to examine what methods and techniques were most successful at supporting teachers’ fidelity of implementation of evidence based classroom management procedures as well as assessing different dimensions of fidelity and how they affect student outcomes. The first study was a systematic literature review of methods and techniques most commonly used to support teachers’ fidelity of implementation and answer questions regarding fidelity criterion researchers are using, characteristics of the supports, whether and how quality of implementation is being measured, and if student outcomes are being reported. The second study was an examination of the use of self-monitoring paired with automated performance graphing to improve the fidelity of a class-wide behavior management strategy, the Good Behavior Game. If fidelity was not brought up to criterion levels with the self-monitoring procedures, teachers were given their choice of follow-up strategy in order to bring fidelity up to criterion levels. Additionally, the use of a Likert scale and substeps were used to measure quality of implementation in order to compare the two methods of measurement.
Kathrin E Maki (PhD, 2016, Advisor: Matthew K Burns)

School Psychologists’ Consistency and Confidence in Learning Disability Identification: The Impact of Identification Methodology and Inconclusive Student Data

Students with learning disabilities (LD) are a heterogeneous group of learners who exhibit below-average achievement theoretically caused by an underlying psychological processing deficit (Fletcher, Lyon, Fuchs, & Barnes, 2007). School-based identification of LD is necessary if students are to receive specialized supports and instruction through special education services (Burns & Ysseldyke, 2009; Fuchs & Fuchs, 1995; Ysseldyke, Burns, Scholin, & Parker, 2010). However, LD identification is convoluted due to variable practices and the psychometric and conceptual issues underlying identification methodologies. This study examined school psychologists’ decision-making regarding LD identification. Participants on both study 1 and study 2 included 376 practicing school psychologists from across the United States. Study 1 examined the consistency of school psychologists’ LD identification decisions across three identification methods (i.e., ability-achievement discrepancy, response to intervention, and pattern of strengths and weaknesses) and across student evaluation data conclusive levels (i.e., conclusive-not LD, inconclusive, conclusive-LD). Results showed that although there were not differences in identification consistency across identification methods, there were differences in identification consistency across conclusiveness levels of student evaluation data. Study 2 examined differences in school psychologists’ confidence in their identification decisions across identification methods, student evaluation data conclusiveness level, school psychologist experience, and identification consistency. Significant differences in school psychologist confidence across identification method and conclusiveness level were found with school psychologists reporting being the most confident using ability-achievement discrepancy and lower levels of confidence when student data were inconclusive. Significant differences in confidence were not found across school psychologists’ experience or identification consistency. The findings from study 1 and study 2 were discussed in the context of previous research as well as implications for future research, school psychological practice, and special education policy. Specifically, the need for further research regarding LD identification methods in order to ensure identification decisions are reliable and valid is discussed. Moreover, the potential impact on school psychologists’ LD identification practices and consequential student special education servicing are addressed. Limitations of the current research and conclusions are also outlined.

Kirsten Newell (PhD, 2018, Advisor: Robin Codding, Amanda Sullivan)

An Evaluation of the Use of Oral Reading Fluency as a Screening Tool with Emerging Biliterates

Students learning to read in more than one language, or emerging biliterates, are becoming increasingly common in schools. Early screening and identification of reading difficulties may lead to better outcomes for emerging biliterates as well as monolingual English students. Oral reading fluency (ORF) is one tool shown to be both a reliable measure of reading and an accurate method of identification of students at risk for poor reading outcomes. This project sought to build validity evidence for the use of ORF as a screening tool with emerging biliterates. Study one, a systematic review of literature, sought to synthesize available validity evidence for ORF with emerging biliterates. Studies were included that were empirical investigations about the use of ORF with emerging biliterate students in grades K through 8. All included studies (n = 25) were conducted with English language learners. Results suggested that although ORF is correlated with reading outcomes, the accuracy of ORF to identify emerging biliterates at risk of poor reading outcomes did not meet criteria. The strength of validity evidence differed by language proficiency of participants. Finally, there were substantial flaws in the quality of the reviewed studies. Study two, an empirical study at a German immersion school, sought to evaluate the use of ORF as a reading screening tool across German and English for students in third (n = 60), fourth (n = 60), and fifth grade (n = 42). Students were given ORF in English and German in winter, and a German proficiency and English reading exam in the spring. ORF in English, the first language of participants, was a good measure of
reading and an accurate screening tool when predicting English and German outcome measures. English ORF outperformed German ORF as a predictor in all instances. Overall, results of the present studies suggest that though ORF has promise as a screening tool, more evidence is needed before it can be considered a valid, accurate screening tool for emerging biliterates.

Rosalie Le Febvre Palan (PhD, 2015, Advisor: Sandra L Christenson)

*Parental Trust of Schools and Its Role in Postsecondary Readiness.*

Postsecondary education is increasingly important to achieving a middle-class lifestyle, but many students are entering college unprepared and are not graduating. The role of parents in postsecondary preparation could make a difference in preparation. In this study, the author used surveys of parents and students in a Midwestern suburban high school to determine the relationships between parents’ level of trust in the school, parents’ own educational experiences, parents’ knowledge of the postsecondary process, and students’ perceptions of their postsecondary readiness skills. A significant correlation was found between parental trust of school and parental postsecondary knowledge ($r (126) = .322, p< .05$). In linear regression models, student gender and grades were found to be significant predictors of postsecondary readiness skills. The model functioned better for males and lower achievers than for females and higher achievers. Implications and directions for future research are discussed.

Laura M Potter (PhD, 2018, Advisors: Clayton Cook and Scott Rushton McConnell)

*Training Educators to Implement Mindfulness-Based Interventions: Evaluating the Effects of In-Service and Coaching on Intervention Fidelity*

School-based interventions that utilize mindfulness and yoga exercises to build students’ self-regulation skills have become increasingly popular, both in practice and in published literature. Yet little information has been gathered about how to effectively train educators to deliver these interventions with fidelity. The present paper aimed to advance the research on school-based mindfulness interventions by examining the extent to which educators were able to deliver a specific intervention, Yoga Calm, with fidelity following a series of in-service trainings and follow-up coaching. Study 1 examined intervention fidelity outcomes for fifteen educators following a series of in-service trainings, finding that a majority of educators were able to deliver the intervention with high levels of adherence to the intervention’s core components. Study 2 used a multiple-baseline design to examine fidelity outcomes for four educators at baseline and following the introduction of side-by-side coaching supports. The data demonstrated four replications of an effect when comparing baseline to treatment, indicating a functional relation between participation in side-by-side coaching and adherence to Yoga Calm’s core components. Both studies also used quantitative and qualitative analysis to identify potential moderators of intervention fidelity, with results highlighting the importance of factors related to educator buy-in, educator self-efficacy, program delivery factors (e.g., scheduling barriers), and accountability. The implications of these findings for educator training and practice, suggestions for future research, and the limitations of this study are also discussed.

Sandra Moran Pulles (PhD, 2016, Advisor: Matthew K Burns)

*The Comparative Effects of Dyad Mathematics Interventions on Improving Multiplication Proficiency*

Proficiency in mathematics across the United States has become an area of concern as performance on state accountability tests continues to demonstrate that less than 50% of students in 4th and 8th grade are
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Shanna Sadeh (PhD, 2016, Advisor: Amanda Sullivan)

School Psychologists’ Decision Making in Evaluations for Emotional Disturbance

For decades, there has been a persistent national trend of public schools disproportionately qualifying more Black students relative to White students for special education under the category of serious emotional disturbance (ED). Such disproportionality suggests but does not prove racial bias in ED evaluations. I experimentally tested how much, if at all, school psychologists’ racial bias impacted eligibility determinations using a vignette methodology and between-group design with three conditions that varied by level of data ambiguity: (a) low-ambiguity data that do not meet ED criteria; (b) low-ambiguity data that meet ED criteria; and (c) highly ambiguous data. The hypothetical student in each vignette was a fifth grade male who had primarily externalizing problems. Participants completed one vignette in each ambiguity condition; student race (Black versus White) was experimentally manipulated. Participants were 60 practicing school psychologists in a northeastern state that adopted the federal regulations for ED eligibility. For each vignette, participants decided whether the student qualified as ED, rated their confidence in their decision and the diagnosticity of data included in the evaluation, and had the option to describe additional data they wish had been included in the results. Chi-square analyses indicated there were no statistically significant differences based on race between students qualified and disqualified as ED across ambiguity conditions, providing some evidence against the racial bias theory of disproportionality. Under the highly ambiguous data condition, there was no statistically significant difference between students qualified as ED and those not qualified – i.e., regardless of race, all students had a coin-toss chance of qualifying as ED. This finding makes sense in light of the numerous ambiguous key terms in the ED criteria, which allow for more than one reasonable interpretation. Results also showed that most school psychologists were at least moderately confident in their determinations across ambiguity conditions. Their confidence in the low-ambiguity conditions makes sense because those vignettes were designed to be relatively easy. Their confidence in the highly ambiguous data condition may illustrate the potency and frequency of confirmation bias in decision making under conditions of high uncertainty. Across ambiguity conditions, participants frequently identified behavior rating scales and infrequently identified achievement and intelligence scores as highly diagnostic. They identified interviews, family information, and observations with varying frequency across conditions, demonstrating that the diagnosticity of data can fluctuate depending on the presenting problems and evaluation results. Finally, school psychologists who opted to describe additional data they wish had been included in the evaluation results primarily requested more information about interventions that had been attempted and consultation
with outside mental health providers. Implications for practice and further research opportunities are discussed.

**Alyssa Schardt (PhD, 2019, Advisors: Faith Miller)**

*Engagement versus Motivation: A Confirmatory Factor Analysis of the Motivation and Engagement Wheel*

Both engagement and motivation have been identified as constructs that are critical to student success and are linked with later academic achievement. However, the multitude of conceptualizations around these constructs and how they relate to one another has become a point of contention within the field. The primary aim of the current study is to examine a model of academic engagement and motivation, the motivation and engagement wheel (MEW), using the Motivation and Engagement Scale (MES; Martin, 2009; Martin, Ginns, & Papworth, 2017) and replicating the model structure with a more diverse, elementary-aged American population. Secondarily, the current study aimed to expand the MEW by examining an adapted model structure that included alternate components of motivation and engagement as measured by the Engagement Versus Disaffection with Learning—teacher and student reports and Patterns of Adaptive Learning Scale. Participants included 270 students in 3rd - 6th grade (predominately African American, 67.4%), from an urban area in the Midwestern United States. Confirmatory factor analysis (CFA) techniques were used to compare the higher order structure across models. As hypothesized, the four-factor higher order models, comprised of adaptive engagement, adaptive motivation, maladaptive engagement, and maladaptive motivation, which best align with the MEW, demonstrated best fit across both the replication and adaptability models. Thus, this study provided additional support for the structure of the MEW, and preliminary evidence for its adaptability as a theoretical model.

**Gregory Simonson (PhD, 2018, Advisor: Amanda Sullivan)**

*The Effects and Generalization of a Choice-Based Intervention with Highly preferred Items on Student Off-Task Behavior*

Opportunities for choice are often taken for granted among individuals without disabilities. Choice is an important dimension of quality of life and a frequent occurrence for many. Many people with disabilities have limited access to making even simple choices. In addition, many individuals with disabilities display problem behaviors that can decrease achievement and put them at risk for exclusion from typical school placements. Choice making is an effective intervention that can help reduce problem behaviors while allowing increased access to choice opportunities. Choice based interventions are person centered and allow an element of self-determination for individuals with disabilities. The concurrent operant paradigm offers a methodology that enhances choice making opportunities. The purpose of this paper was to implement a systematic choice-based intervention based on the concurrent operant paradigm in the classroom with 4 students referred for behavioral difficulties and at-risk for further exclusion from general education. Keywords: choice, concurrent operant assessment, behavior intervention, school-based

**Andrew Jordan Thayer (PhD, 2020, Advisor: Theodore J Christ)**

*How Teacher Self-efficacy and Mindset Influence Student Engagement and Math Performance*

Research continues to support the association between school engagement and math achievement, and active engagement in early elementary mathematics education appears to cascade into long-term math
Teacher beliefs about themselves and their students and their behavior has the potential to influence student engagement and achievement. This study investigated how teacher self-efficacy, teacher implicit theories of intelligence, and the effectiveness of their math instruction practices influence multiple domains of student engagement and achievement. Using structural equation models, the relative importance of teacher beliefs and behaviors were explored. Specifically, the hypothesis that a teacher’s instructional behavior mediated the influence of their beliefs on students’ mathematics outcomes was tested. In order to determine how different subgroups of teachers influence student outcomes, mixture modeling was used to classify teachers according to their beliefs and behaviors. Results were unexpected and did not support initial hypotheses. Teachers’ self-efficacy and instructional effectiveness were not related to dimensions of student math engagement and performance. Teachers’ implicit theories about their students’ intelligence evidenced a positive relationship with behavioral engagement. Four teacher subgroups were identified that differed primarily in their implicit theories. There were mostly no differences in student outcomes between teacher subgroups. Implications for research, theory, professional development, and measurement are included.

Ethan Van Norman (PhD, 2015, Advisor: Theodore J Christ)

An Evaluation of the Accuracy of Time Series Interpretations of CBM-R Progress

Curriculum based measurement of reading (CBM-R) is used to monitor the effects of academic interventions for individual students. Decisions to continue, modify, or terminate instructional programs are made by interpreting patterns of observations collected across time. Educators visually analyze or apply decision rules to evaluate student progress. Despite the popularity of CBM-R as a progress monitoring tool, there is a paucity of research evaluating the accuracy of visual analysis and decision rules. Inaccurate interpretations undermine the use of CBM-R as a progress monitoring tool because educators may continue ineffective interventions or prematurely terminate effective interventions. The accuracy of visual analysis and decision rules were investigated in this project. In Study 1 a large extant dataset was analyzed to identify measurement characteristics of CBM-R progress monitoring data. In Study 2 the accuracy of visual analysis and decision rules were evaluated by comparing responses from visual analysts and decision rules with responses of an expert panel. One hundred eight progress monitoring graphs were evaluated in Study 2. The manner in which progress monitoring graphs differed was informed by the results of Study 1. The results of this project suggest evaluation method, number of weeks data are collected, variability of observations, and whether the student is making adequate progress influence the probability of correct decisions. Educators and researchers can improve the probability of correct decisions by visually analyzing progress monitoring graphs with a goal line and trend line, minimizing variability, and collecting data for longer than six weeks. The implications of the findings, limitations, and needs for future research are discussed.

Christopher Walick (PhD, 2015, Advisor: Matthew K Burns)

A Proposed Algebra Problem-Analysis Model.

The National Mathematics Advisory Panel (2008) states that algebra is a gateway to high school graduation and college success. While existing research emphasizes the importance of quality algebra instruction, the current body of research on algebra problem-analysis for struggling secondary students is small. This paper proposes a problem-solving model to help support those students struggling with algebra. The model integrates the recommendations from math policy boards and research. It is composed of five core sections, each section focusing on a specific critical component of school algebra. The study examines the relationship between the five skills within the model to an established measure of algebra, as well as the
validity of the measures being used to assess the different skill areas. The results indicate that there is a significant relationship between the five sections of the model and algebra proficiency, and that the model is able to identify non-proficiency students with a high degree of accuracy.

Jenna Ward (PhD, 2016, Advisor: Theodore J Christ)

Defining and Measuring School Readiness using Confirmatory Factor Analysis Techniques

School readiness skills in kindergarten have been linked with later academic and social achievement; promoting these skills may be a way to help prevent later concerns. A first step is to define school readiness and identify those skills that are most important for later school success. The current dissertation took a two-study approach to measuring school readiness in kindergarten. Study one proposed a model for measuring school readiness in the fall of kindergarten, comprised of developmental and early academic formative measures. Confirmatory Factor Analysis (CFA) techniques were used to test five nested models proposed to explain school readiness. A two factor cross loading indicators model, comprised of achievement in developmental milestones and early academic skills, appeared to provide the best explanation of school readiness in the fall of kindergarten. Study two examined which of those school readiness skills across the kindergarten year best predicted end of kindergarten early academic achievement. Developmental milestones were measured through composite scores, based upon findings from the first study, as well as early reading and early math measures. Path analysis techniques were used to examine the variance accounted for in springtime early academic skills by fall and winter early academic and development skills. Developmental milestones did not appear to provide additional predictive value for end of kindergarten early academic skills, after accounting for beginning of kindergarten early academic skills. The results of these two studies support a clear definition and efficient measurement approach for school readiness skills in kindergarten. Limitations, future research, and practical implications of these findings are discussed.

Chloe Webb (PhD, 2019, Advisor: Clayton Cook)

Examining the Structural Validity of the My Class Inventory – Short Form for Teachers (TMCI-SF) in Early Elementary School Classrooms

There has been an increased interest among researchers, policymakers, and educators in climate as an indicator of the health and functioning of a school. Climate is a complex, multidimensional construct that can be examined at the school, classroom, and individual levels. There are currently few open-access, brief measures of classroom climate, and previous research focused predominantly on upper elementary and secondary school settings. The primary purpose of the current study was to conduct a confirmatory factor analysis (CFA) of the My Class Inventory – Short Form for Teachers (TMCI-SF), which is a 30-item, five factor measure of classroom climate, when used with early elementary school teachers. Results of the CFA indicated that a revised 14-item, three factor TMCI-SF best fit the data. The revised TMCI-SF was used to examine the relationship between classroom climate and students’ social, emotional, and behavioral wellbeing, as measured by the Devereux Student Strengths Assessment – Second Step® Edition (DESSA-SSE), the Strengths and Difficulties Questionnaire (SDQ), and the two direct observation variables (academic engagement and disruptive behavior). Results of hierarchical linear regression (HLR) analyses indicated that there were statistically significant relationships between the revised scales of the TMCI-SF and the DESSA-SSE scales, SDQ scales, and DBO variables. Finally, classroom climate was treated as an outcome to examine whether it changed as a function of the implementation of social-emotional learning (SEL) curriculum.
Results indicated no significant changes as a result of the function of SEL implementation. Implications of the results, limitations of the study, and future directions are discussed.

**Anne Zaslofsky** (PhD, 2015, Advisor: Matthew K Burns)

*Using Measures of Mathematics to Predict Response to Supplemental Intervention.*

The method for correctly identifying and intervening with students who are not meeting grade level expectations has varied. Historically, an approach relying on underlying cognitive characteristics or processing skills was used. This approach, referred to as an Aptitude-by-Treatment Interaction (ATI) was criticized for not fully capturing student needs or explaining intervention effectiveness (Cronbach & Snow, 1977; Kearns & Fuchs, 2013). Alternatively, a framework called a Skill-by-Treatment Interaction (STI) relies on matching interventions based on measurable and alterable skills (Burns, Codding, Boice, & Lukito, 2010). Preliminary research in the area of mathematics suggests that the STI approach may be useful in identifying specific subskill needs, such as conceptual understanding or computational fluency, for students (Burns, 2011). The purpose of the current study was to better understand the relationship between mathematics assessment and intervention design. Specifically, the study examined the link between specific skill assessments of conceptual understanding, computational fluency, and application and word problem solving with a conceptually-based or computation-based intervention. Participants were 46 third and fourth grade students attending a suburban elementary school in the upper Midwestern United States. All participating students received a conceptually-based and computation-based intervention, the order of which was counterbalanced, for two weeks, respectively. Students were assessed using measures of conceptual understanding, computational fluency, and application and word problem solving. Results indicated that gains in computation and application and word problem solving were best predicted by students’ pretest performance on the same measure, regardless of intervention. Interestingly, gains in computational fluency following a computation-based intervention were predicted by students’ prior conceptual understanding. Pretest performance on the conceptual understanding and computational fluency measures were used post hoc to analyze groups of students based on identified need. Students’ identified need did not account for a significant proportion of the variance following intervention. The current results were contextualized within previous research and potential implications for practice were discussed. Specifically, the results of the study were discussed in terms of their contribution to (1) the role of and relationships between essential knowledge bases comprising mathematical proficiency, and (2) how the current study might inform frameworks for matching assessment data to intervention. Lastly, limitations to the study and future directions for research were outlined.

**Yanchen Zhang** (PhD, 2019, Advisor: Clayton Cook)

*Exploring Relationships among Organizational Factors, Teachers' Attitudes toward Evidence-Based Practices, and Implementation of Universal Prevention Programs.*

Decades of research have produced a wide range of evidence-based programs and practices (EBPs) for use in schools. However, the existence of EBPs alone is insufficient to produce changes in student outcomes, as promoting positive student outcomes depends on successful implementation. Research has identified numerous factors that either enable or obstruct the successful implementation of EBPs, including outer context (e.g., policy), inner context (e.g., leadership and climate), and innovation-specific (e.g., the complexity of an intervention) factors. Despite the influence of these factors, successful implementation ultimately resides with the decisions and behaviors of individual implementers (e.g., teachers). Attitudes toward EBPs have garnered significant attention across service sectors as an important factor that is linked to successful
School Psychology Program

implementation. However, there is limited research that has examined the relationship among individual-level factors, such as attitudes toward EBPs, and school organizational factors, such as leadership and climate. Moreover, there is emerging findings highlighting the importance of assessing both general and implementation-specific organizational characteristics and how they interact to explain important implementation-relevant variables and outcomes. In light of these existing voids in the literature, the purpose of this study was to examine teachers’ attitudes toward EBP in relation to general and implementation-specific leadership and climate hypothesized to influence the uptake and implementation of EBPs by teachers in school settings.

Specialist Students’ Systematic Reviews for MA Plan B Projects

Meg E. Goerdt (MA, 2017, Advisor: Amanda Sullivan)

Racial and Ethnic Differences in the Presentation of Autism Spectrum Disorder

The percentage of individuals with autism spectrum disorder (ASD) has increased in recent years, and in 2010, approximately 1 out of 68 children were identified as having ASD. Yet children from some racial and ethnic minority backgrounds are significantly less likely to be identified with ASD than White children. There is limited research investigating why disproportionate differences in ASD diagnoses exist, however, who is being diagnosed has been proposed as a product of manifestation of the disorder. The purpose of this literature review was to (a) describe the current literature on differences in symptom manifestation in children with ASD as a function of race and ethnicity, (b) synthesize findings on this topic based on previous studies, and (c) identify gaps in the existing research and propose future directions for research. Although there was preliminary research in support of routine differences in some symptom domains, the lack of consistency across methodology and study quality made it challenging to compare results and subsequently to draw accurate conclusions. Additional high-quality research is needed in this area in order to make valid conclusions about routine differences in symptom manifestation as a function of race or ethnicity.

Chelsea Hart, (MA, 2016, Advisor: Annie Hansen-Burke)

Addressing Victim Blaming in Bullying Prevention Programs: A Systematic Literature Review

Victim blaming is a natural, yet changeable, phenomenon where individuals blame victims of crimes or negative events while disregarding environmental factors. Prevention programs have led to decreased victim blaming tendencies in adolescents and adults. Researchers have discovered that elementary-aged children engage in blaming the victims of bullying. Empathy has been found to impact children’s and adults’ victim blaming perspectives. This systematic literature review will provide further awareness of victim blaming and empathy foci in bullying prevention programs. The review yielded 0 interventions incorporating victim blaming and 14 including empathy training. The majority of the reported programs led to decreases in bullying behaviors, and some of these interventions led to increases in empathy. A quality indicator was used to further evaluate the reviewed studies. It is proposed that future school bullying interventions incorporate victim blaming discussion and empathy training. Further research and practice implications are discussed.

Claire Harty, (MA, 2016, Advisor: Annie Hansen-Burke)

Gifted and Talented Programming from a Perspective of Positive Psychology: A Systematic Literature Review

Positive youth development in the form of talent development is in the interest of individual and
societal gain. Previous research has explored the relationship between giftedness and positive psychology and building upon strengths to facilitate outcomes for gifted populations. The purpose of this systematic literature review was to examine how gifted and talented programs in schools incorporate aspects of positive psychology and whether incorporation of aspects of positive psychology was associated with positive outcomes, meeting the needs for applied work in positive psychology in the schools and research agendas that expand upon original findings in the area of giftedness. The author evaluated twelve studies against criteria suggested by Character Strengths and Virtues, positive psychology’s answer to the Diagnostic and Statistical Manual of Mental Disorders. The author also examined the methodological rigor of included studies. This review argued that characteristics of programming that enable character strengths could offer consensus to gifted and talented education.

Hannah M. Jacobs, (MA, 2016, Advisor: Amanda Sullivan)

Immigrant and Non-Native English Speaking Parent Involvement in Special Education: A Systematic Review

Parent involvement is fundamental to the Individuals with Disabilities Education Act (IDEA), yet educators may find it challenging to effectively involve non-English speaking and immigrant parents of children with disabilities within the special education processes. The involvement of these families is especially pertinent, as the public education system in the United States has experienced a rapid increase of culturally and linguistically diverse students within the last two and a half decades. A number of regulations are contained within IDEA that mandate parent involvement in the special education process and discourage discriminatory treatment for linguistically diverse students. As such, the purpose of the present study was twofold: (1) systematically review the available research on practices that successfully promote non-English speaking and immigrant parent involvement in special education, and (2) identify the barriers to involvement non-English speaking and immigrant parents experience. Results suggest practices such as regular and effective communication, the provision of supports during the special education process, and the expression of cultural sensitivity to be effective in promoting non-native English speaking and immigrant parent involvement. Implications for practice are that educators may strive to become more culturally competent, work with appropriate staff to ameliorate language barriers and clarify misunderstandings of special education, and partner with families to ensure their voices and opinions are heard.

Laura Janzen, (MA, 2016, Advisor: Amanda Sullivan)

Transgender and Gender Nonconforming Youth in Schools: A Review of the Literature

Transgender and gender nonconforming (TGNC) youth you are a small but highly victimized part of the school population. This study reviewed the existing literature on TGNC youth in schools in order to synthesize the characteristics, needs, and services and supports that exist in schools for TGNC students. Results indicate that TGNC youth experience stress related to safety, gendered spaces, adherence to gender norms and expectations, and trust and disclosure. These stresses suggest a need for increased safety, support, and inclusivity in schools by having an inclusive policy, increasing representation in curricula, accessing private bathrooms and locker rooms, consistently using preferred names and pronouns, having inclusive Gay Straight Alliances or Gender Sexuality Alliances (GSAs), and training for staff. While some needs, services, and supports overlap with lesbian, gay, and bisexual (LGB) students, TGNC students have a unique set of needs related to their success in school that should be addressed in to create a safe and inclusive environment for TGNC youth. Additionally, this review highlights a need for more research specific to the TGNC population to
increase knowledge and awareness of their unique needs.


*Strategies to Facilitate Peer Support in Parenting Programs for Low-Income Families*

*A Systematic Review*

Peer support has been cited as a potential contributor to increased retention in parenting programs. To further explore this claim, the primary purpose of this review was to identify intervention strategies used in parenting programs to facilitate peer support, specifically for parents of low socioeconomic status who historically face barriers to participation in such programs. This review also examined the outcomes across studies to investigate the relationship between peer support facilitation and program retention. Five databases across various disciplines were systematically searched. From this search, 12 published studies (eight quantitative; four qualitative) were identified for detailed analysis. Strategies used to facilitate peer support included: a) meaningful group discussions; b) teamwork oriented modeling and role-play activities; c) formation of small subgroups; (d) providing a family-style meal; and (e) public note-taking to validate participant contributions. Self-reports of satisfaction were the primary source of data supporting the use of peer support strategies, in addition to high completion rates reported in studies. While these data do not allow for causal inference, the findings suggest a positive impact of peer support on parent program retention and completion.


*A Quantitative Synthesis of School-Based Physical Activity Interventions for Internalizing Mental Health Outcomes*

Mental health issues affect many children and adolescents and have significant negative effects on social, emotional, and academic functioning. Exercise has been found to be an effective way to improve mental health outcomes in children and adolescents, yet no systematic reviews have been performed examining the mental health outcomes associated with physical activity in school settings. The primary goal of this study was to conduct a comprehensive, systematic, quantitative review of the literature examining the effects of school-based physical activity interventions on internalizing mental health outcomes of children and adolescents. The final analysis included 12 studies comprising 1,230 students that were coded to explore various components of the interventions. Results demonstrated that school-based physical activity interventions were effective in improving internalizing mental health outcomes in children and adolescents, advancing knowledge in the field of school-based mental health services.

**Sydney P. McCaslin**, (MA, 2017, Advisor: Clayton Cook)

*Systematic Review of Truancy Interventions for Middle School Students*

Truancy is a persistent problem that has received significant attention by researchers, policymakers and practitioners. Middle school represents a unique transition that is associated with increased truancy, yet there is limited understanding of the types and effects of truancy interventions targeting middle school students. This study represents a systematic literature review to synthesize and evaluate the existing research on truancy interventions for middle school students. Only 6 published studies were identified through an extensive search process indicating a need for more research on middle school truancy. Intervention components were sorted into three categories: counseling and incentives, mentoring and court diversion. This
review identified a few interventions with moderate to large positive effects, as well as interventions associated with non-significant small effect sizes. Overall, studies were of low methodological quality limiting internal validity of findings and failed to sufficiently describe sample and setting characteristics limiting external validity. Implications, limitations, and future directions for research are discussed.

**Alexandra Olson, (MA, 2018, Advisor: Faith Miller)**

*Screening for Trauma in Children and Adolescents: A Systematic Review of Validation Studies*

Trauma is linked to many negative outcomes in children and adolescents, but it is not always easy to detect. Numerous screening instruments have been developed to identify children who have experienced trauma, and several validity studies have been conducted on these instruments. However, the lack of a "gold standard" measure for trauma, as well new criteria guiding the diagnosis of trauma disorders in children, necessitates a review of existing evidence for these measures. The primary goal of this study was to provide a comprehensive review of studies that measured the convergent validity and diagnostic accuracy of trauma screeners and to explore the characteristics of both the instruments that were being validated and those that were being used as evidence for convergent validity. This systematic review analyzed 13 studies that measured the validity of 11 different trauma screening instruments. Results demonstrated that most studies had high risk for bias in aspects of their methods, participants, and instruments. Instruments that were studied were often based on outdated measures of trauma, and there were variable and inconsistent definitions of trauma across instruments. This study reveals the limitations of the convergent validity evidence currently available for child trauma screeners.

**Megan Onesti, (MA, 2020, Advisor: Elyse Farnsworth)**

*Effective Interventions for Promoting Math in Preschool: A Systematic Review*

Early math skills are an important predictor of later success in academics, yet preschool teachers devote less than 30 minutes to math instruction on an average day. Preschool teachers are not properly equipped with the resources to provide effective interventions to their students or to emphasize early math skills. Research-based interventions in early math are available, but they are not accessed by or known to most preschool teachers. In this systematic review, I addressed this gap by identifying peer-reviewed journal articles that studied math interventions aimed at developing math skills in preschool settings. There were fifteen articles that met inclusion criteria and were included in the review. These articles were analyzed in terms of study design, preschool setting, intervention characteristics, and outcomes. I found there to be a focus on early algebra skills (i.e., patterning) and numeracy skills in the available interventions with a notable lack of research on geometry and general math skills. There was no research on interventions targeting measurement skill development.


*Maltreated Children in the Schools: Considerations and Implications for School Psychology Practice and Universal Supports*

The purpose of this paper is to provide contextualization for school professionals' understanding of child maltreatment, and ultimately, advocate for the implementation of high-quality, universal supports that may help minimize the negative socio-emotional and academic outcomes related to maltreatment. First, I review the academic, behavioral, and social-emotional outcomes that relate to maltreatment. Then, I review legal and ethical
considerations for serving maltreated children in schools, with a particular eye to issues of definition and identification of maltreatment. Overall, in this paper, I take a systems-based approach for school psychologists that emphasizes the utility of universal supports to both support children's well-being while also complying with the legal and ethical context surrounding identifying and serving maltreated children.

Amelia P. Ruedy, (MA, 2019, Advisor: Robin Codding)

Systematic Review of Video Modeling Interventions to Teach Academic Skills for Students with Autism

Although improving academic achievement outcomes of children with autism spectrum disorders (ASD) is reported as a priority for schools and parents, there is a paucity of research on intervention supports that will facilitate such improvements (Keen, Webster, & Ridley, 2016). Technology-based supports, such as video modeling, have strong evidence in promoting positive outcomes for learners with ASD across ages and skill areas (Wong et al., 2014). The current systematic review synthesized and evaluated research on video modeling interventions to teach academic skills to students with autism spectrum disorder. Twelve studies met inclusion criteria and were reviewed for quality, effectiveness, and intervention characteristics. Based on the results of these 12 studies, video modeling appears to be a promising intervention for improving reading, writing, and mathematical skills of students with autism. Limitations, implications for practice, and future research directions are discussed.


A Systematic Review of School-Based Mindfulness Interventions to Strengthen Elementary Students’ Hot and Cool Executive Functions

There has been a proliferation of research examining the impact of mindfulness-based interventions (MBIs) on elementary students’ executive functioning (EF, e.g., hot and cold functions). Although research syntheses on MBIs exist, to date none have examined the impact of these interventions on elementary students’ EF. The present study represents a systematic review of MBI studies conducted with elementary-age students to determine the impact of these interventions on different types of EF-related outcomes and whether intervention characteristics (e.g., dosage, specific intervention components) appear to be associated with the magnitude of effect. Applying inclusion criteria to the results of a systematic search process yielded 10 articles with quantitative data that allowed the calculation of effect sizes. Findings revealed an overall average effect size in the small range (d = 0.33), with MBIs containing gratitude, home practice, awareness of thoughts, senses, and attention, and breathing components associated with the largest effects on EF. Outcome measures that captured mixed EF skills had the largest average effect size (d = 0.39) followed by cool EF measures (d = 0.32) and hot EF measures (d = 0.31). Implications, limitations, and future directions of the findings of this research are discussed.

Brittany VanHove, (MA, 2015, Advisor: Amanda Sullivan)

Effect of Community-Based Afterschool Programming on Academic Achievement of English Learning Students

Recently, there has been a growth in the number of English learning (EL) students in U.S. schools. In examining the academic outcomes of these students, we see a gap in academic achievement exists in both math and reading between EL and non-EL students. Because their English is still emerging, this population of students may experience loss of valuable instruction opportunity during the school day due to language barriers. Afterschool programming has been shown to increase academic achievement for at-risk students and could provide EL students with the extra support necessary for success. This systematic literature review looks at empirical research to determine the effects of afterschool programming on the academic achievement of EL
students in community-based afterschool programming. Ultimately, only three studies met the inclusion criteria. Given the increase of EL students in U.S. schools, and the persistent achievement gap between EL students and native-English speaking students, more research is needed to better address the educational needs of this student population.

**Hannah Wittenburg**, (MA, 2020, Advisor: Elyse Farnsworth)

*Effective Practices for Transitioning Students with ASD to Kindergarten: A Systematic Review*

Though it is established that transitioning to kindergarten is exceptionally challenging for students with autism spectrum disorders (ASD), there is little synthesis on effective practices used by school professionals to support entry to formal education. This paper is a systematic review of effective transition practices for students with ASD entering kindergarten which aims to inform educator practices. The author conducted a systematic literature search and coded articles based on a set of inclusion and exclusion criteria, including geographic location, age of participants, intervention agent, and outcome. Articles were also coded for quality using an adapted version of the Council for Exceptional Children Standards for Evidence-Based Practices (Cook et al., 2014). A total of 18 articles met the criteria for inclusion in this review. The interventions studied in these articles represent five categories: inclusive kindergarten/preschool, video modeling, peer modeling, social stories, and interventions that targeted appropriate classroom behavior. Overall, key components of effective interventions for facilitating smooth kindergarten transitions for students with ASD included multiple components.

**Primary Research MA Projects**

**Yvette Anne Arañas** (MA, 2013, Advisor: Theodore J. Christ)

*Examining the Validity of Two Brief Oral Language Assessments*

Two oral language assessments were compared: a sentence repetition task (SRT; a measure of syntactical skills) and an assessment from the *Dynamic Indicators of Vocabulary Skills* (DIVS; a vocabulary task). The purpose of the study was to (a) examine the validity of the oral language assessments in predicting listening comprehension for kindergarteners \(N = 31\) and first graders \(N = 33\), (b) investigate the incremental validity of each oral language assessment in predicting broad reading performance above that of reading measures, and (c) evaluate the diagnostic accuracy of composite measures that included the oral language assessments. Results demonstrated that both oral language assessments had moderate predictive and concurrent validity for Listening Comprehension for kindergarten, but weak correlations for first grade. The spring data for the SRT and DIVS also showed evidence of incremental validity for kindergarten. The composite measures showed some evidence for diagnostic accuracy in identifying students at risk for reading difficulties.


*Summer Learning Loss in Reading Achievement*

There is not substantial consensus on the magnitude or pattern of summer learning loss of reading achievement after more than 100 years of research and debate. Measurement and other methodological inconsistencies between studies complicate interpretation and comparison of outcomes. The purpose of this
study was to estimate the magnitude and pattern of summer learning loss in reading across the primary grades. Achievement was measured at three to four time points with Adaptive Reading (aReading), which was a vertically scaled computer adaptive test designed and used for interim assessment. Extant datasets of 8,593 kindergarten through sixth grade students from 42 schools, 13 districts, and 5 states were sampled. Linear mixed models and difference score analyses were used for analysis. Results indicated summer learning loss in five of the six grades with more loss among lower achieving students in three of the six grades. Implications for practice and future research are discussed.

Danielle M. Becker, (MA, 2016, Advisor: Theodore J Christ)

Subskill Analysis of Reading Fluency: Generalizability of Performance Across Error Samples

The purpose of this study was to estimate how well general outcome measures can answer questions related to student subskill mastery to provide more salient information to teachers and educators that use these measures. Specifically, this study used subskill analysis to analyze student performance on curriculum-based measures in reading (CBM-R) with special attention to word-types. Participants included 496 students in grades K-5 across three states. Generalizability studies were conducted to determine the amount of variance associated with person, form, item (word), and the interactions between each of these facets. Dependability studies were conducted to determine reliability and standard error of measurement (SEM) estimates in terms of both rank order reliability and absolute score reliability. The results of this study indicated that generalizability and dependability of student performance may be adequate for making low-stakes subskill mastery decisions across word-types. Estimates for SEM were also low, suggesting that the error associated with such estimates was low, and that between- and within-student mastery decisions by word-type may be possible. Results warrant the continuation of such a research line; future research is needed to replicate findings.

Stacey C. Brandjord, (MA, 2018, Advisor: Robin Codding)

Investigating the Impact of a Tier II Intervention on Students’ Narrative Language and Externalizing Behavior

Despite evidence of a link between communication difficulties and behavior difficulties (Hollo et al., 2012), there are few intervention options in this area. The purpose of this study was to examine the delivery of a narrative intervention, Story Champs, to students at risk for externalizing behaviors and language difficulties. A multiple-baseline design across four first grade students was used to evaluate the impact of Story Champs on narrative story retell, academic engagement, and disruptive classroom behaviors. Results replicated previous studies in indicating that all four students improved their narrative language; however, no changes were observed in the classroom for disruptive behavior or academic engagement.


The Home Environment as a Mediator of School Readiness for Children Living in Poverty

Given the large extant research base indicating that young children who live in poverty may lack adequate cognitive/academic and social-emotional skills upon kindergarten entry, a continued need exists to learn more about how to better support children in poverty in their early years of life. Parents and the home environment may be appropriate proximal ecological factors to target in the quest to provide that support. By conceptualizing the home environment as a multi-piece puzzle, the present study explored the extent to which
the home environment (comprised of parenting style, parental mental health, home support for learning, and cognitive stimulation at home) mediated the relationship between poverty status at age 36 months and school readiness outcomes in first grade. Using the NICHD Study of Early Child Care and Youth Development (NICHD SECCYD), the present study fit two multiple mediation models: one for cognitive/academic readiness and one for social-emotional readiness. All indirect (mediating) effects were significant for cognitive/academic readiness; and indirect effects of parenting style and home support for learning/cognitive stimulation at home were significant for social-emotional school readiness, as well as a total indirect effect. These results can inform future mediation studies, intervention research, and home-based intervention implementation for families living in poverty.

Rebecca R. Edmunds, (MA, 2017, Advisor: Robin Codding)

Effects of Performance and Process Feedback on Basic Fact Fluency

Generally, feedback is one of the most effective influences on academic achievement. Despite this overall strong effect, the impact of feedback can vary by context, delivery, and purpose. The present study compared two types of feedback (performance and process) in conjunction with an explicit timing intervention using an adapted alternating treatments single-case design. Performance feedback addressed how well a task was performed. Process feedback focused on the how of learning by providing feedback on the use of computation strategies and effort while completing a task. The results indicated that students had different patterns of responding to performance and process feedback conditions, but for four of the five participating students, the feedback component resulted in higher fluency rates than the explicit timing intervention alone. The purpose of this study was to extend previous research by directly comparing the effectiveness of performance and process feedback for students developing mathematics fluency.


Investigating Why Repeated Reading Works: The Effects of Passage Repetition and Adult Modeling on Student Oral Reading Fluency

Researchers have found that repeated reading interventions have produced considerable improvements in reading fluency outcomes but little is known about the causal mechanisms underlying the intervention. The current study compared the effect of two key features of repeated reading—level of repetition (two versus four repetitions) and level of modeling (with or without a model). Using a within-subjects experimental design, 42 third graders participated in each of the four repeated reading intervention conditions. A two-factor repeated measures ANOVA revealed a significant main effect for repetition and non-significant effects for modeling and interaction. A moderate effect size was found for repetition (\( \eta^2 = .12 \)) and a small effect size for modeling (\( \eta^2 = .03 \)). These results suggest a high level of repetition may be a key component of repeated reading interventions.

Victoria A. Erhardt (MA, 2016, Advisor: Annie Hansen-Burke)

Examining the Impact of Prekindergarten and Kindergarten Experience on Self-Regulation

School readiness is crucial for young children, in that the skills a child has upon school entry may have lasting effects throughout their educational careers. While recent policy and literature have focused on academic skills in early childhood education, the importance of social, emotional, and behavioral skills are also critical components for school readiness and future success. Associations and outcomes of child preparedness in
prekindergarten and kindergarten have often been studied in isolation. This study examined which combinations of prekindergarten and kindergarten experience (half day kindergarten only, full day kindergarten only, prekindergarten and half day kindergarten, or prekindergarten and full day kindergarten) predicted higher ratings of student self-regulation skills in first grade. Secondary data analysis of participants in the Early Childhood Longitudinal Study – Kindergarten Class of 1998-99 (ECLS-K) data set (N = 3,267,255, weighted) was conducted and linear regression models were fit. Results indicated that early education combinations accounted for approximately 0.1% of the variance in self-regulation scores after controlling for sociodemographic characteristics of participants, indicating a small but statistically significant effect. Implications from this study suggest many directions for future research in order to better inform policy and practice in supporting early educational programming.

Elyse Farnsworth (MA, 2015, Advisor: Amanda Sullivan)

Predictors of Kindergarten Reading Performance for Children with Special Needs: Does Intervention Intensity and Service Provider Matter?

Over 1 million children 5-years and under with special needs are served by early intervention and early childhood special education (EI/ECSE) in order to promote academic and social-emotional school readiness, such as early reading performance. Past research suggested these services may have negative effects on kindergarten reading performance, but did not account for the impact of service intensity or provider on outcomes. Using secondary data analysis of the Early Childhood Longitudinal Study – Birth Cohort data, this study aims to explore the relationship between kindergarten reading performance and EI/ECSE intensity and provider as well as fit multiple regression models to address the extent to which these variables impact effectiveness. Analyses of a weighted sample of 209,650 participants (male = 67.64%, White = 63.69%) indicate a statistically significant amount of variance ($R^2 = 0.257$) in kindergarten reading scores is explained by the final model. Results suggest EI/ECSE efficacy may vary by service intensity and provider, raising the need for additional research about the optimal conditions under which these services are administered.

Sophia S. Frank (MA, 2016, Advisor: Jennifer McComas)

Connecting Children’s Mental Health Resources with Child Protection Professionals: An Exploratory Investigation and Findings

Objective: This study was designed to solicit direct input from child welfare supervisors, workers and foster parents representing diverse state, regional, and tribal concerns to understand the content related to children’s mental health they would like to receive, the resources they currently use for mental health information, and the formats they prefer for receiving information. Method: Eleven focus groups were conducted with a total of 93 child welfare professionals and foster parents. Content analysis was used to identify key patterns and themes that arose during the focus groups. Results: Analysis of participant responses revealed a need for additional resources and training opportunities focused on issues including medical information and medications, culture and diversity, trauma and Adverse Child Experiences, problem behaviors, whole family and intergenerational issues, specific diagnoses, and DSM-5. Responses suggested that these resources should be offered in a variety of modalities rather than any one specific format. However, participants identified a number of features that they seek in resource materials, such as practicality and information tailored to the work of child protection. Conclusions: Results from this study will be used to inform and plan for the development of mental health resources for child welfare professionals.

Annie K. Goerdt, (MA, 2019, Advisors: Faith Miller & Clayton Cook)
**Construct Validity of the Emotion Regulation Questionnaire for Children and Adolescents**

Emotion regulation plays a critical role in children's ability to function in response to social and academic demands. Measurement of emotion regulation is important for both research and practice, yet there is a paucity of robustly validated self-report measures of emotion regulation for use with children and adolescents. Confirmatory analyses of existing measures are recommended to cross-validate measures with samples of children and adolescents and increase understanding of measured constructs. The present study used confirmatory factor analysis (CFA) techniques to examine the psychometric properties of the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA). The ERQ-CA is a self-report instrument evaluating two emotion regulation strategies, expressive suppression and cognitive reappraisal, based on the process model of emotion regulation. Prior research has supported a two-factor structure of this measure for adults, but few studies have examined the internal structure of the ERQ-CA. Participants included 166 children and adolescents from 7- to 13-years-old. Results indicate a similar factor structure in comparison to prior research, as well as strong internal consistency. These results provide support for the ERQ–CA as a valid, age-appropriate measure for examining emotion regulation strategies of children and adolescents. Implications for practice and future research are discussed.

**Alaa K. Houri, (MA, 2016, Advisor: Amanda Sullivan)**

**The Relationship Between Social-Emotional Functioning and Kindergarten Academic Achievement in Children of Immigrants**

Approximately 25% of children living in the United States live in immigrant families. The relationship between social-emotional functioning and academic achievement in students of immigrant parents has not been thoroughly explored. This study utilized the Early Childhood Longitudinal Study—Kindergarten Class of 2010-2011, a nationally representative longitudinal study, to compare the social-emotional development of immigrant students to non-immigrant students enrolled in kindergarten, and to determine the relationship between social-emotional functioning on kindergarten academic achievement in the immigrant population. Results of this study demonstrated an increase in social-emotional functioning for students of immigrants, specifically for students of Mexican decent. In addition, parent nativity was significantly predictive of reading but not math performance when controlling for sociodemographic factors and social-emotional measures. Implications for the field of school psychology are discussed.

**Leila Jones, (MA, 2016, Advisor: Amanda Sullivan)**

**Mathematics Achievement Growth of Hispanic Students by the First Grade**

The purpose of this study was to determine whether ethnicity and English language proficiency of Hispanic students predict mathematics achievement growth by the first grade, and to examine the role of family and school level socioeconomic status on this relationship. The data in these analyses were taken from a nationally representative sample of children, the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 (ECLS-K:2011). A simple linear regression and complex samples estimated means were used to compare English proficient and non-English proficient Hispanic students to their native White peers on first grade mathematics achievement after controlling for mathematics achievement at kindergarten entry. Findings suggest that there are differences in achievement by ethnicity, but not by language status. After controlling for several family and school level variables for socioeconomic status, the significance of the difference between Hispanic non-English proficient students and their native White peers disappeared. Implications for educational research and practice are discussed.
Allyson J. Kiss, (MA, 2015, Advisor: Theodore J. Christ)

Examining the Relationship between Early Reading and Mathematics Achievement

Difficulties in reading and mathematics are more likely to occur simultaneously than difficulties in either area alone (Fletcher, 2005); however, the research on that comorbidity is relatively sparse. The purpose of this study was to examine the relationship between early reading skills as predictors of mathematics achievement. A group of 94 kindergarten and 91 first grade students were assessed with curriculum-based measures of early reading and early mathematics, and a measure of broad mathematics achievement. The results of multiple regression analyses indicated that when early numeracy was controlled for, the measures of early reading explained unique variance in broad mathematics achievement among students in first grade, but not in kindergarten. Subtests of the criterion measure were also examined. Findings provide further insight into the relationship between mathematics and reading skills at the start of formal schooling and may add to the contemporary understanding of the comorbidity of mathematics and reading difficulties. Implications for screening and future directions for research are discussed.

Kourtney R. Kromminga, (MA, 2018, Advisors: Robin Codding)

A Comparison of 1:1 Flashcards and a Tablet App on Basic Fact Fluency

There is a dearth of research comparing the effects of iPad technology and paper-and-pencil delivered interventions on student mathematics outcomes. Five studies have compared intervention modalities such as computer-mediated instruction and teacher mediated instruction to examine differences in student performance but none of these have used iPad technology to do so. The purpose of this study was to examine the effects of an iPad-based versus a paper-and-pencil based flashcard intervention on the basic fact fluency of four-second-grade boys within a Midwestern U.S. charter school. Using an adapted alternating treatments design three conditions were compared: iPad delivered flashcards, paper-and-pencil based flashcards, and a control condition. The results suggest that for 3 of 4 students there was no difference in gains between treatment conditions, and both were more successful than the no treatment control. Descriptive data on the acceptability and number of opportunities to respond between intervention modalities are described.

Elena Kwong, (MA, 2015, Advisor: Matthew K. Burns)

Incremental Rehearsal with a Morphological Component for Chinese Character Recognition

Noting the dearth of research on one-on-one interventions for Chinese reading, the current study examined the effectiveness of Incremental Rehearsal (IR) for teaching Chinese character recognition. In addition, a morphological component was added to standard IR procedures (IRM) to take into account the role of morphological awareness in Chinese reading. Three kindergarten students learning Cantonese-Chinese in Hong Kong were taught Chinese characters with IR and IRM over 6 weeks using ABAC with reversal (ABACACAB) alternating treatment design. Intervention effectiveness was measured as percentage of characters retained 1 week after instruction and maintained at the last assessment session. The study found that (a) both IR and IRM effectively increased retention and maintenance of Chinese characters but (b) IRM did not increase retention and maintenance of Chinese characters more than IR.

Jessica Ladig, (MA, 2017, Advisor: Clayton Cook)

Survey of Behavioral Health Consultants’ Perceptions of Facilitators and Barriers to the Consultation Process

Follow-up consultation has been shown to be a critical implementation strategy to facilitate outcomes of evidence-based practices for youth who exhibit social, emotional and behavioral (SEB) difficulties.
However, little is known about the degree to which everyday consultants utilize specific strategies to facilitate teachers’ uptake and delivery of EBPs and the individual barriers they encounter. As a result, this study examined perceived barriers and facilitators to school-based consultation for SEB difficulties. A survey regarding use of evidence-based practice, implementation, and consultation was distributed to school-based behavioral health consultants working in school systems in diverse geographical regions in California. Results were analyzed to determine consultants’ perceptions of efficacy of consultation strategies, frequency in which consultation barriers were encountered, and relationships between use of consultation strategies, perceived efficacy of strategies, and perceived personal consultative effectiveness. Results include varied levels of reported use and effectiveness of consultative strategies, high frequency of barriers encountered, and a positive association between consultants’ reported self-efficacy and number of strategies used.

Madeline Larson, (MA, 2018, Advisor: Clayton Cook)

Validation and Use of the Measure of Effective Attributes of Trainers (MEAT) in the Education Sector

In-service training has been identified as a key implementation strategy to support the adoption and delivery of evidence-based practice (EBP) across service settings. However, training, as it is most commonly delivered (i.e., single exposure didactic events), is characteristically ineffective in producing provider behavior changes. EBP trainers are in a strategic position to leverage their personal characteristics (i.e., trainee-perceived aspects) to influence trainees’ attitudes, motivation, and intentions to implement, and ultimately increase the likelihood of successful training. The purpose of this study was to extend research on the Measure of Effective Attributes of Trainers (MEAT) by examining its underlying factor structure and reliability in the context of in-service EBP training for teachers (i.e., structural validity). This study also examined the predictive validity of the MEAT by examining relationships with a measure of teacher intentions to implement EBPs following a standardized training experience (i.e., predictive validity). An exploratory factor analysis (EFA) was employed to determine the latent factors (i.e., subscales of characteristics) that underlie the data. Additionally, a forward selection, stepwise regression was conducted to determine the extent to which trainer attributes could explain variance in intentions to implement. Results indicated that the MEAT was a valid and reliable measure to examine trainer attributes in school settings. Moreover, findings suggested that trainer attributes, particularly those related to trainee perceptions of the trainers’ internal disposition (i.e., related to trainers’ warm, positive temperament and internal character traits), were significantly associated with trainees’ intentions to implement the trained upon EBP.

Sydney N. Pauling, (MA, 2019, Advisor: Clayton Cook)

A Cross-Sectional Survey of School Administrators’ Implementation Training, Knowledge, and Perceived Barriers

School leadership is a critical factor linked to the successful adoption and delivery of evidence based practices. Despite the important role that leadership plays in addressing the longstanding science-practice gap in schools, there is limited research exploring school administrators’ pre and in-service training, implementation knowledge and competency, and perceived barriers to effective implementation. The purpose of this study was to conduct an online survey with school administrators to gather information about their pre- and in-service training, knowledge and competency related to core implementation concepts, and perceptions of barriers that impede implementation of evidence-based practices. In total, 173 school administrators across 18 different states responded to the survey. Findings indicated that the majority of respondents reported (a) limited to no pre-service training dedicated to implementation, (b) insufficient in-service training on topics relevant to implementation, and (c) low knowledge and competence on core
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concepts. Moreover, respondents identified a number of implementation barriers that highlight critical areas for targeted training in order to equip school administrators with strategies to overcome factors that obstruct successful implementation. The implications of these findings for school administrator pre- and in-service training, as well as limitations and future directions, are discussed.

Alyssa A. Schardt, (MA, 2016, Advisor: Faith Miller)

The Effects of CellF-Monitoring on Students’ Academic Engagement: A Technology Based Self-Monitoring Intervention

Students who are not academically engaged spend less time mastering material, are less likely to be successful academically, and are more likely to be disruptive. The purpose of the current study was to investigate the effects of a technology based self-monitoring intervention on non-disabled elementary students’ academic engagement during independent work time. The intervention, CellF-Monitor, is an iPad application that allows individuals to self-rate their on-task behavior. In this multiple baseline, single-case design study, four nominated students used the CellF-Monitor during independent work time in their regular education classrooms. Systematic direct observations, self-ratings, and teachers’ Direct Behavior Ratings of academic engagement and on-task behavior were collected in order to measure students’ behavioral changes from baseline to the intervention and reinforcement phases. Visual analyses illustrated positive effects of the CellF-Monitor on academic engagement and on-task behavior. Findings were augmented by effect sizes, calculated using Nonoverlap of All Pairs and Kendell’s Tau nonoverlap.


Use of Lexical Decision Tasks to Assess Automaticity

An important characteristic that distinguishes successful readers from struggling readers is the ability to recognize words quickly and efficiently. The purpose of this paper was to extend previous research of lexical decision tasks to practical settings and examine their potential utility as a screener. It was expected that lexical decisions would (a) illustrate a developmental pattern consistent with reading development (b) correlate well with estimates of reading rate and with each of the other lexical decision tasks, and (c) discriminate between high and low performing students within each grade. There were moderate to strong correlations between the correct responses per minute metric and the criterion measure (CBM-R), statistically significant differences between high and low performers, and the large effect sizes for discriminant validity highlight the potential use of this metric as a fast, efficient screener for overall reading ability.


Behavior Specific Praise: An Individual Behavior Management Strategy

This study evaluated the utility of behavior specific praise (BSP) as an individual behavior management strategy. It examined the effects of BSP on (a) students’ rates of academic engagement and disruptive behavior in the classroom and (b) students’ behavioral and emotional engagement. Participants included five students across three third and fourth grade classrooms, and their teachers. The study utilized a multiple baseline design to compare students’ behavior ratings across phases. Teachers’ rates of BSP delivered to target students were increased to a criterion level during the intervention phase. Results indicated a non-functional relationship between increased BSP and student rates of academic engagement and disruptive behavior in the classroom, despite high levels of treatment integrity. Additionally, results indicated no significant differences in students’ behavioral and emotional engagement; however, social validity data revealed high levels of teacher acceptability.
and willingness to implement the BSP strategy. Implications for research and practice are discussed.

**Margaret Sullivan**, (MA, 2020, Advisor: Clayton Cook)

*Validity of the Life Challenges Scale: A Single-Item Measure of Lifetime Adversity*

Many parents and children who are homeless and high mobile have been exposed to adverse and stressful life experiences, which are linked to an increased risk of negative life course outcomes. Questionnaires and surveys have been used widely across disciplines (e.g. social service, health care, academia, etc.), by practitioners and researchers to understand the types and amount of adversity, as well as identify individuals who need intervention. However, the length of measures creates time burdens and the sensitive nature of item content potentially triggers participant distress, negatively affecting the acceptability and feasibility of these measures. The Life Challenges Scale (LCS) was developed as a single-item sliding-scale measure with potential to be an efficient substitute for longer, more detailed measures of overall lifetime adversity. The purpose of this study was to examine evidence supporting the validity of the LCS by examining convergent and divergent associations with other measures, including two more comprehensive questionnaires of adversity (i.e. Adverse Childhood Experiences Scale and Lifetime Events Questionnaire). Participants included 42 adults currently residing in an urban homeless shelter, who were parents or legal guardians of a child between the ages of four and six. Tests of convergent validity demonstrated significant, moderate correlations of LCS with ACES ($r=.40, p=.008$) and LEQ ($r=.50, p<.001$), suggesting promising potential validity. Correlations of similar strength were found with the related constructs of child LEQ. Divergent associations were found with variables that are theoretically less associated with adverse life experiences, such as parent and child age. The implications of findings and use of brief single-item measures such as the LCS are discussed along with limitations and directions for future research.

**Mary Chloe Webb**, (MA, 2015, Advisor: Amanda Sullivan)

*Effects of Generation Status on Social-Emotional Competence of Mexican Immigrant Children*

Efforts to improve educational outcomes for children from immigrant families have led to an increased focus on why some immigrant children perform better than expected given the high rates of social and economic disadvantages many immigrant families experience. This phenomenon, often called the “immigrant paradox,” manifests itself in various ways for different immigrant groups and differentially based on generation status. The current study drew from the ECLS-K:2011 data to examine the effect of generation status on kindergarten teachers’ ratings of Mexican immigrant children’s social-emotional school readiness. Welch’s $t$-tests indicate first-generation Mexican immigrant children are rated higher for self-control and interpersonal skills compared to second-generation Mexican immigrant children. Linear regression models indicate family and home environment factors differentially predict children’s ratings based on generation status. These results support the theory of an immigrant paradox for children from Mexican immigrant families. Implications for research and practice are discussed.

**Mollie R. Weeks** (MA, 2018, Advisor: Amanda Sullivan)

*Perceived Discrimination’s Impact on Internalizing and Externalizing Mental Health Diagnoses in U.S. Children and Adolescents*

Although instances of discrimination are increasing across US schools, little is known about the
relations of discrimination to mental health outcomes across the lifespan of children and youth or how experiences of discrimination interact with various sociodemographic characteristics. This study entailed analysis of data from roughly 60,700 respondents to the 2011-2012 National Survey of Children’s Health to explore the association between racial/ethnic discrimination and depression, anxiety, oppositional defiant disorder, and conduct disorder for children and youth ages six to 17. Multivariate logistic regression indicated that experiencing racial discrimination was associated with significantly increased odds of having a current diagnosis of depression, anxiety problems, and behavior problems like conduct disorder and oppositional defiant disorder. Moreover, an interaction effect was observed between discrimination, race, and anxiety. No interactions were observed for variables related to age. Implications for school-based mental health practitioners and researchers are discussed.