

## Assignment Description

### Exam – Foundations of School Psychology

Congratulations, you have survived the Fall Semester of your 1<sup>st</sup> year in our program. By now you probably have realized that our goal for you as School Psychology Students is to see if you have familiarity with and can apply the laws and ethics involved in the practice of school psychology. We also want to ensure that you have gained familiarity with school systems and the school psychologist's role within that system. Another goal is that you demonstrate that you can *access* the information you need, NOT that you memorize every little factoid related to school psychology.

The following is your final examination for the Fall Semester. This exam is **open book, open note, open resources** (i.e., internet, library, handouts). It is also an *individual* final exam, not a group or collaborative project. So please, respond to each question independently and **in your own words**.

1. Please describe the concepts of confidentiality, informed consent, and privilege as they apply to the practice of school psychology. Include information regarding under what circumstances confidentiality must be breached.
2. What guides or resources should a school psychologist look to when presented with an ethical dilemma?
3. Who has access to educational records (i.e., student cumulative files). What laws govern that access?
4. Explain the differences between an IEP and a 504 plan. What laws regulate them? How would one qualify for each? How are the plans and system for monitoring different?
5. Explain the impact/outcomes of suspension and expulsion on children. Describe the laws that regulate suspension/expulsion for students in special ed. What are some alternatives?
6. What are Common Core State Standards? What are the benefits of this instructional paradigm shift? What are the concerns? How do you feel this shift will affect how you support teachers and assess students?
7. What is the role of a classroom teacher? Please describe some of the challenges classroom teachers face? What are some of the resources available to assist teachers in performing their role?
8. Other than a student's individual cognitive strengths and weaknesses and social/emotional functioning, what other factors influence student learning? What can educators do to be sure that they are addressing those factors?

9. What is the purpose of the pre-referral process (i.e., Student Study Team, Child Study Team, Response to Intervention Team)? Who is generally involved in the process? What are the desired outcomes?
  
10. Describe the special education eligibility process/cycle. Provide information about the process from referral to qualifying (or not qualifying) at the first IEP meeting, include timelines, necessary documentation, activities and processes.

CSP 510 274A Final Exam Scoring Rubric

1 point if addressed in response

½ point if somewhat addressed

leave blank if not addressed

Related NASP Domains	Item	Response Mark	Mentioned	Mentioned	Mentioned	Mentioned
			less than 25% of items	25%-50% of items	50-75% of items	75%-100% of items
10	<b>#1 Confidentiality/Consent</b>					
	Danger to self (suicidal)					
	Tarasoff (Duty to Warn/Protect)					
	Abuse					
	& voluntary)					
	ordered					
	to prevent disclosure in legal					
	<b>Total Items</b>					
	<b>Expected Items</b>					
	<b>Percent Included</b>					

1.0      2.0      3.0      4.0

	Mark Included Items	Mentioned	Mentioned	Mentioned	Mentioned
		less than 25% of items	25%-50% of items	50-75% of items	75%-100% of items

10	<b>#2-Ethical Decision Making</b>				
	NASP Principles for Professional Ethics				
	School Psychological Services				
	Psychologists and Code of Conduct				
	Psychological Testing				
	Education Law				
	DO NOT rely on feelings/intuition				
	Textbook				
	Ethical Decision Making Model				
	<b>Total Items</b>				
<b>Expected Items</b>					
<b>Percent Included</b>					
Score					

1.0      2.0      3.0      4.0

	Mark Included Items	Mentioned	Mentioned	Mentioned	Mentioned
		less than 25% of items	25%-50% of items	50-75% of items	75%-100% of items

10	<b>#3-Educational Records</b>				
	FERPA (Buckley Amendment)				
	request				
	educational interest" may have access				
	Others w/ parent consent				
	<b>Total Items</b>				
<b>Expected Items</b>					
<b>Percent Included</b>					
Score					

1.0      2.0      3.0      4.0

	Mark Included Items	Mentioned	Mentioned	Mentioned	Mentioned
		less than 25% of items	25%-50% of items	50-75% of items	75%-100% of items

10	<b>#4-IEP vs. 504</b>				
	laws that differ				
	IEP; 504- major life activity				

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1 point if addressed in response

½ point if somewhat addressed

leave blank if not addressed

accommodations, IEP- PLOP, goals, tracked, 504- typically meet annually ,					
<b>Total Items</b>					
<b>Expected Items</b>					
<b>Percent Included</b>					
Score					

10, 5

	<b>Mark Included Items</b>	Mentioned less than 25% of items	Mentioned 25%-50% of items	Mentioned 50-75% of items	Mentioned 75%-100% of items
<b>#5 Suspension/Expulsion</b>					
Outcomes of it- at least 2 (reinforcing, Manifestation determination, # of days List at least 2 alternatives					
<b>Total Items</b>					
<b>Expected Items</b>					
<b>Percent Included</b>					
Score					

5

	<b>Mark Included Items</b>	1.0 Mentioned less than 25% of items	2.0 Mentioned 25%-50% of items	3.0 Mentioned 50-75% of items	4.0 Mentioned 75%-100% of items
<b>Question #6-Common Core Standa</b>					
provide more consistency California Requirement have "career and college" ready more integrated instruction more depth are unclear how to incorporate CCSS development Assessment will be computer based performance of child instruction is not					
<b>Total Items</b>					
<b>Expected Items</b>					
<b>Percent Included</b>					
Score					

2, 3

	<b>Mark Included Items</b>	1.0 Mentioned less than 25% of items	2.0 Mentioned 25%-50% of items	3.0 Mentioned 50-75% of items	4.0 Mentioned 75%-100% of items
<b>#7-Role of Classroom Teacher</b>					
Educator Manager/Disciplinarian Referral source/Child Find/Advocate Collaborator Challenges: lack of resources Lack of knowledge re: special needs WIDE variety of needs in 1 classroom Resources include: school psych!					



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½ point if somewhat addressed

leave blank if not addressed

<b>Total Items</b>					
<b>Expected Items</b>					
<b>Percent Included</b>					
<b>Score</b>					

1.0

2.0

3.0

4.0

**Half Page or Less for Each**