4th CONFERENCE ON SCHOOL PSYCHOLOGY

Developing Training Programs and
Managing Quality Assurance for Training and Services in School Psychology
in Vietnam

KEYNOTE SPEAKERS

Sharolyn Pollard-Durodola, Ph.D

Morgridge College of Education, University of Denver

Dr. Sharolyn Pollard-Durodola is an Morgridge Endowed Associate Professor with the Child, Family, and School Psychology Morgridge College of Education University of Denver. Central to her scholarship is an interest in developing intervention curricula that build on validated instructional design principles, evaluating their impact on the language and reading development of struggling readers (Spanish/English), and investigating how to improve the teaching quality of language/literacy practices of teachers of young English language learners.

Dr. Pollard-Durodola’s undergraduate studies were in Romance languages with an emphasis on Spanish and Portuguese at Mount Holyoke College in South Hadley, Massachusetts. She has two master’s degrees: an MAT in teaching Spanish from Teachers College, Columbia
University in New York City and an MS in developmental/remedial reading from City University of New York. Her doctorate is in curriculum and instruction with an emphasis on second-language acquisition and bilingual education. In addition to her educational background and scholarly work, she has 14 years of school-based experiences (school administrator, reading specialist, a teacher of English as a Second Language, etc.).

**Abstract:** *An Examination of Language, Literacy, and Socio-emotional Needs of Young Emerging Bilinguals: A Responsive and Proactive School Approach*

Bilingual education refers to an instructional approach in which a nonnative language is used to teach academic content (literacy, math, reading, science, etc.) and may include the use and support of two or more languages (Garcia, 2009). Although bilingual education may respond to and emerge from varied historical, political, and societal contexts, there are some commonalities and questions that are of global concern: (1) How can language and literacy knowledge be assessed more effectively in children with varied language proficiencies? (2) How can we design interventions to address the language, literacy, and socio-emotional needs of young emerging bilinguals? (3) How can school/family partnerships be strengthened to enhance the language, literacy, and socio-emotional abilities in emerging bilinguals? (4) What is the impact of native language loss on young children and their families? Included in this presentation is a summary of current knowledge about the strengths and weaknesses of varied bilingual program types along with recommendations for how school systems (e.g. educators, school psychologists, administrators) can be responsive and proactive in meeting the complex language, literacy, and socio-emotional needs of emerging bilingual children.

**Robert D. Clark, PhD, NCSP**

**Professor, Neuropsychology & School Psychology**

**Founding Chair, International Psychology PhD Program**

**Former Executive Secretary, International School Psychology Association**

**Archivist, International School Psychology Association**

**The Chicago School of Professional Psychology**

Professor Robert D. Clark joined The Chicago School of Professional Psychology (TCS) faculty in the fall of 2008 to serve as its first faculty member and to develop the PhD doctoral program in International Psychology, launched in the fall 2009, and to bring the International School Psychology Association’s (ISPA) central office functions to the School Psychology department. Dr. Clark served as the Executive Secretary of ISPA for six years.
He continues his extensive international psychology initiatives by presenting at conferences, publishing with international partners, consulting with professionals in other countries (e.g., Viet Nam), and traveling to over 50 nations.

Dr. Clark earned his PhD in Educational Psychology-School Psychology at the University of Texas-Austin in 1978. He has served as faculty member, Program Director, Department Chair, Dean, Vice President, and branch campus Executive Director in five different higher education institutions. He holds the national certification in School Psychology, a Diplomate in Applied Psychology, and is a licensed clinical psychologist and president of a group private practice. In addition to his international psychology expertise, he has expertise in child development and academic and behavioral interventions with children and young adults. He has authored or co-authored one book and over 35 articles and book chapters and has delivered over 120 papers and research reports at state, regional, national and international conferences.

Micheal Hass, Ph.D

Professor, College of Educational Studies, Chapman University

Professor Hass has been coordinator of the graduate program in School Psychology since 1997. He is proud that in 2005, Chapman University became the first private institution of high education to earn approval by the National Association of School Psychologists. In addition to his duties as coordinator, he teaches courses in assessment, counseling methods, and mental health issues in the school. Dr. Hass received his School Psychology training at California State University, Northridge and earned an interdisciplinary doctorate in Social Relations from the University of California, Irvine. Dr. Hass has also worked in public schools as a School Psychologist for over 25 years. As a practitioner, his interests include school-based assessment and treatment of mental health problems and working with bilingual bicultural youth. Dr. Hass is currently Chair of the Board of Executives of the Consortium to Advance School Psychology in Vietnam (CASP-I). Since 2009, he has traveled to Vietnam four times to teach and conduct research. Dr. Hass is also Editor of the journal Contemporary School Psychology.

Abstract: The International Accreditation of School Psychology Programs: What is involved and How to attain it

This workshop has three objectives: to describe the history and development of the International School Psychology Association’s (ISPA) program accreditation in general and approval process in particular; to describe the components of the ISPA international standards for training and practice and to describe program approval guidelines for training
programs seeking international accreditation; and, to illustrate the accreditation process, using the experience of one successful program, and the steps that a school psychology training program would need to follow to apply for and ultimately gain international accreditation for their school psychology program. The workshop is designed for faculty members interested in seeking international accreditation for their programs or for faculty members, practitioners, and students who are interested in international standards for school psychology. Active participation will be encouraged and promoted.

Tracey G. Scherr, Ph.D.

University of Wisconsin-Whitewater

Although she is originally a native of Wisconsin, Dr. Scherr earned her doctoral degree in School Psychology at the University of Northern Colorado. She joined the faculty of UW-Whitewater in 2004 after practicing school psychology in Northwestern Illinois. Her areas of research interests include the needs of children in foster home placements, the effects of immigration and displacement on children's learning, and international school psychology practices. Dr. Scherr teaches school psychology course work in both academic and intellectual assessment, academic interventions, and she also supervises practicum student

Abstract: Implementing Critical Incident Reporting across a School Psychologist Preparation Program

Critical Incident Reporting (CIR; Griffin, 2003; Griffin & Scherr, 2010) is a valuable tool for assisting graduate students and practitioners with the process of evaluating professional performance during events ranging from crises to the ordinary. In particular, CIR has been shown to promote reflection about field experiences and to help bridge the training to practice gap. Also, internalization and use of the CIR schema seems to carry across practicum and internship years. Faculty in a school psychologist preparation program in the midwestern USA have implemented CIR for field experiences across all three years of Education Specialist level training. The program’s implementation of this comprehensive approach to using CIR is described.

Dr. Christine Neddenriep, NCSP,

University of Wisconsin-Whitewater

Dr. Neddenriep came to UW-Whitewater in 2005 after practicing as a school psychologist in the Omaha (NE) Public Schools, where she specialized in the needs of children with behavioral disorders and autism. Dr. Neddenriep earned her doctoral degree in School Psychology at the University of Tennessee. Her areas of research interests include the
implementation and evaluation of academic and behavioral interventions in educational settings. Dr. Neddenriep teaches course work in the assessment of behavior and personality, academic interventions, school-based consultation, and research methods

Abstract: Practicing What We Teach: Pre-Service School Psychologists, Teachers, and Counselors Working Together

Graduate psychology and education university faculty served as substitute teachers at an elementary school three mornings each semester for two years. Faculty were assisted by graduate students in school psychology and school counseling and by undergraduate teacher education students. Elementary school teachers used this time for lesson planning, meetings, and professional development. In addition, school psychology students wrote Critical Incident Reports to link their field experiences to their university training. The objectives of this project were to: a) give students opportunities to obtain supervised classroom experiences, b) help participants understand the value of working cooperatively to serve children from early in their careers, c) assist university students to bridge the gap between field experiences and academic learning, d) allow faculty to serve as models during substitute teaching experiences and generate examples to draw from during university instruction, and e) give school teachers needed prep time to work on lesson plans, special projects, or professional development without additional expense to the school district

Dr. Ragnhild Dybdahl, Deputy Head of Mission/Counsellor

Embassy of Royal Norway in Vietnam

Before entering the career as a diplomat, Dr Ragnhild was the Director at the Education and Research Department at Norad. Her responsibilities are in education and research, advisory, fund management and quality assurance. Ragnhild's areas of expertise and interest include violence against women, refugees, early childhood, evaluation, psychosocial support and catastrophe/trauma psychology. She worked with children who were victims of the war. As a counsellor of Embassy of Royal Norway in Vietnam, she supports and promotes many psychosocial and mental-health projects in Vietnam.
Abstract: Outcome competences of school psychologists and the competence-based training and curriculum of program in school psychology in Norway and Northern European countries.

School psychology is one of the oldest areas of psychology in Norway, and has developed rapidly in recent years. There are several tracks that are possible in order to be able to work within the field of school psychology in Norway. Training, curriculum and outcome competencies of school psychologists are described. The importance of evidence-based interventions, skills in interdisciplinary co-operation, competence in supervision, broad psychological and methodological knowledge base, and critical thinking are emphasized. The typical setting of the pedagogical psychological services in which school psychologists work is outlined. Some areas of competence are presented as examples of where pedagogical psychologists can play a particularly useful role, including testing, crises management, early childhood development, promoting home-school co-operation, clinical issues and social-emotional challenges that children may face. Some of the challenges of current school psychology are also discussed.