

Temple University

*Department of Psychological, Organizational, and
Leadership Studies*

School Psychology Specialist Program Guidelines



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School Psychology Specialist Program
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INTRODUCTION

This description of the School Psychology Specialist Program at Temple University was developed for use by potential applicants and enrolled students. Because this is a comprehensive guideline, applicants will become familiar with every aspect of the program.

Enrolled students should periodically review this material in order to stay within programmatic and bureaucratic guidelines. When you enter the program, be sure you meet with your adviser so that you can plan your program, sign a program agreement and clarify any matters which you do not understand. If you notice any discrepancies, especially if new situations change the relevance of anything in this guideline, please feel free to discuss them with faculty who are always open to student input.

The School Psychology Specialist Program currently meets the requirements for certification in Pennsylvania, New Jersey and most other states, and graduates are eligible to apply for the National Certificate in School Psychology.

The Program offers an Ed.S. degree in School Psychology. The 30 credit hour Ed.M. degree may be earned during training toward the Ed.S.

The Specialist Program is approved by the National Association of School Psychologists.

The Specialist Program in School Psychology is approved by the Pennsylvania State Department of Education for preparation for State Certification in School Psychology. The Specialist Program does NOT lead to eligibility for licensure as a psychologist.

CORE FACULTY

All faculty attempt to emulate the scientist-practitioner model. They have presented papers and/or published articles in recent years. Professors have consulting positions or private practices in order to maintain high levels of practitioner skills. Faculty have also been involved in forensic issues and use examples from these cases to illustrate important points in the practice of school psychology. (See Appendix C.)

FACILITIES

The University, the College and the Program offer many unique facilities to support and enhance academic quality.

The University Tech Center—This center is constantly updated and provides extensive computer facilities to students and faculty. The Tech Center contains a wide variety of computer equipment and online access. Computer time is free to all students and faculty. E-mail accounts are available at no cost. Consultants are available for help with both computer usage and statistical analysis.

The Educational Computer Center (ECC)—This facility is housed within the College of Education and contains computers with online access. Consultants are available from 9:00-5:00, Monday through Friday.

Institute for Survey Research (ISR)—Temple maintains one of the premier organizations for broadly based survey research in the country. Students and faculty may use this facility for help in developing and implementing survey research.

Psychoeducational Clinic—The Psychoeducational Clinic is the program’s major delivery system for school psychoeducational assessments. The clinic offers training in the administration of a comprehensive, eclectic assessment which includes behavioral observations in the clinic and school, projective personality assessments, clinical interviews, cognitive and academic testing and a variety of actuarial type testing.

Institute on Disabilities—The Institute is a University Affiliated Facility; an administrative unit which coordinates a variety of services and research projects for developmentally disabled children and adults. This unit serves as a resource for the School Psychology program through extensive contacts with agencies and school districts in the region as well as graduate assistantships.

Accessible Computing and Information Technology Lab (ACIT Lab)—This specialized computer lab is designed to enhance awareness & knowledge of practical applications of assistive and accessible technologies. In addition to computer lab equipment, the ACIT Lab includes a range of assistive and accessible technologies, both hardware and software, that can be used to explore issues of accessibility and usability in design and application.

School District of Philadelphia Schools—Neighborhood schools provide opportunities for practicum and assistantship placements in urban schools. Relationships have been established with several local schools to enhance students’ experience during coursework practica and internship, but students are also encouraged to seek experiences in schools in which relationships are not already established.

In addition to the above, one of Temple’s unique resources is its location. As a metropolitan University, Temple’s location provides access to a wealth of institutions for practica, internships and research experiences. There are opportunities to interact with children from culturally diverse backgrounds.

FINANCIAL AID INFORMATION

School Psychology students often obtain graduate externships or hourly work in the College of Education or around the University. Financial aid information is available on the Temple website, and we encourage students to apply.

Students registered for an internship are supported on stipends which range from \$6,000 to \$22,000 per academic year from the internship site. (See Appendix A for a listing of past internship sites). Internships must be approved by the program faculty and must provide a stipend. If there is a strike

in the school system to which the student has been assigned, reassignment will be made but no stipend can be guaranteed in case of such an event.

ETHICS POLICY FOR SCHOOL PSYCHOLOGY STUDENTS

The ethics policy protects the public from unethical and premature practice by students in the School Psychology Program at Temple University. It also protects students from potential litigation. This policy has been adopted by the faculty and approved by student representatives.

No student will obtain part-time or full-time employment nor function as a school psychologist, or any closely related title or job function until achieving minimum competency in school psychology. Minimum competence is defined as completion of all the University courses, clinics, and practica and receiving the faculty recommendation for state certification as a school psychologist in Pennsylvania or New Jersey.

A student may work as a psychological assistant, researcher, technician or faculty member in an institution or agency under the guidance, direction, and subordination of a professional psychologist, duly licensed or certified by the appropriate state agency. It is assumed that a research or teaching assistant would not be engaged in clinical practice. Any exception to this policy must be discussed in detail with the graduate student's adviser. The student will not perform any function that exceeds his/her level of training.

A student who is already licensed or certified and working as a psychologist prior to entering the Program may continue in his/her employment. A letter indicating the details of employment and credentials must be presented to the student's graduate adviser.

A student may work as a psychological intern only when the required coursework and clinical practica are completed. All reports and documents must indicate intern status and be approved by a psychologist supervisor. The supervisor of the intern must be approved by the school psychology faculty.

Throughout the graduate program, all students are expected to become familiar with and behave in accordance with the ethics and standards of state and national associations for school psychologists. These documents are formally reviewed in the introductory courses, and their contents evaluated at different points in the program. Appropriate professional behavior is an important part of satisfactorily completing school psychology programs. In order to receive the program director's endorsement and recommendation for credentialing and/or employment it is not sufficient to have merely completed the academic requirements. All students are to have additionally demonstrated their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

GRIEVANCE PROCEDURES

All student behavior at the University is governed by the Student Code of Conduct. Students should become aware of the specific details of this code by obtaining a copy of the Student Code of Conduct online at <http://policies.temple.edu/getdoc.asp?policy_no=03.70.12>.

Students have the right to appeal negative decisions which affect their ability to complete a program. General information about the appeals process is available on the College of Education webpage <<http://education.temple.edu/services/ombudsperson>>, and detailed procedural information is available from the Ombudsperson in the Dean's Office.

STUDENTS' INTERPERSONAL SKILLS

Programs which train professional psychologists recognize the importance of personal and professional competencies, in addition to traditional academic skills. Interpersonal effectiveness is essential for practice as a professional psychologist. Interpersonal skills will be carefully monitored by the faculty and supervisors, and students will be alerted to issues and problems in this area in order to allow development of a remedial plan if necessary. In rare cases, when a student's problems cannot be resolved, faculty reserve the right to dismiss a student from the program. In such cases, due process for the student will include the following steps.

1. Upon initial notice of problematic behavior, the student will have the opportunity to remediate the concern. A written remediation plan will be developed by the student and faculty. Remediation plans may include, but not be limited to, such actions as: increasing supervision, increasing field work experience, completing an additional clinic practicum, requiring specific academic coursework, recommending personal therapy, and/or recommending a leave of absence.
2. If the concern is not satisfactorily remediated as agreed upon by the student and faculty member(s), written notification will be mailed to the student with details of the reasons for possible dismissal from the program.
3. The student will have three weeks to prepare a response to such notification and to ask for a formal review. At such a review meeting, the faculty and student will both have the opportunity to present their perceptions of the situation.
4. The faculty committee will then make a final determination, and forward recommendations to the Dean's office.
5. The Dean's office will apprise the student of the outcome and of due process procedures for appealing the decision.

PERSONAL DIFFICULTIES

In general, the school psychology program faculty will support students through a short term crisis, and provide activities to help them recoup missed learning experiences. Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. A concern exists when personal difficulties cause any or all of the following situations:

- a. The student is unable to attend class regularly over an extended period of time;

- b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;
- c. The student is significantly behind in coursework or other benchmarks for the program;
- d. The student is frequently unable to participate effectively in required learning activities.

It is the position of the school psychology program that when such situations exist, the student should objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. Personal difficulties may not be used as an excuse for unethical or irresponsible behavior. *Neither the student nor university is well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession.*

The student's adviser will meet with the student, and assist him/her to clarify and evaluate options. If the student so chooses, a Leave of Absence form will be completed. If the student opts to remain active in the program, a written remediation plan will be completed to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Programmatic Dismissal.

REQUIRED BACKGROUND CHECKS

*****The Commonwealth of Pennsylvania requires all school volunteers and employees to pass an FBI fingerprint records check, child abuse clearance, and annual Pennsylvania criminal records checks and TB tests. Students in the program must pass these checks prior to their first school practicum experience, and annually for the PA criminal records checks and TB tests.*****

ADVISING, REGISTRATION AND EVALUATION

Each student accepted into the program is assigned a faculty adviser. In the first year, advisers meet with new students and set up course requirements based on a careful review of previous courses for the determination of equivalency and transfer of credits. Proficiency exams are available when considered necessary.

When there is a question of whether a course taken at another institution is equivalent to one at Temple, the student will review the description of the course with the faculty member who teaches the equivalent course, who will make a determination about the acceptability of the course.

When requesting transfer of credits from other universities, students are required to complete the appropriate forms which may be obtained from the Graduate School website.

Student progress is assessed in didactic courses by papers, presentations, projects, and course examinations. Observations are followed by regular feedback sessions in all practica and internships. In addition, report writing skills are closely monitored. At weekly faculty meetings, students are discussed in order to keep track of any problems that are apparent or developing. Faculty also meet annually to formally evaluate the progress of every student in the program.

Students generally meet with advisers prior to registration and as requested. In addition, students meet with faculty once per year for formal monitoring of their progress in the program. Formal monitoring will occur in the context of a portfolio review. A file is maintained on each student to monitor his/her progress, which includes the program agreements and portfolios.

Students must make appropriate academic progress to continue in the program. A student who receives more than two grades below B- or more than one F will be dismissed by the program. Students must maintain continuous enrollment (fall and spring semesters) to remain in good standing.

STUDENT PARTICIPATION IN GOVERNANCE

Students are invited to provide formal program feedback to the faculty at least yearly, prior to the annual faculty retreat. During the retreat, the faculty meets to review program evaluation data and student input, and decides on changes in the program. Students also participate in admissions, interviewing candidates and providing their perspective prior to the faculty making final admissions decisions. A representative from TASP, the Temple Association of School Psychologists, the student group, is invited to attend each faculty meeting at which student progress or personnel issues are discussed.

Students are also encouraged to become involved in state and national organizations and to participate in lobbying and testifying about issues relevant to education and psychology.

ELECTRONIC COMMUNICATIONS AND DEVICES

Students are responsible for maintaining security of confidential information. Identifiable client information is NEVER to be transmitted by email, text message, or other non-secure means. Client information should always be encrypted when stored on laptops, netbooks, tablets, flash drives, and other portable devices. Likewise, client information should be password protected or encrypted on any computer to which another person has access.

Emails, texts, and other electronic communications should be treated as FORMAL, PROFESSIONAL written communications whenever you contact a teacher, parent, client, supervisor, potential supervisor or employer, or other person related to your professional role. Informal abbreviations, “textspeak,” and emoticons should be reserved for informal communication with your peers.

You are responsible for any and all information transmitted to you via your Temple email and the email address you provided to the program. Vital information about deadlines, requirements, payments due, etc., will be sent to you from the program, College, and University. If we sent it to your email, we told you! It is your responsibility to check your email regularly.

SPECIALIST PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES

The philosophy of the Program is to prepare students for functioning as clinicians using evidence-based practices and who are child advocates. The Program’s four major goals are (1) to prepare students to utilize evidence-based practice in assessment, consultation, and intervention; (2) to prepare students to integrate and apply research findings to the practice of school psychology; (3) to prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse

populations; (4) to prepare students to function at the highest level of professional, ethical, and legal standards.

The specific goals of the program are to train the students to perform the following:

1. To prepare students to utilize evidence-based practice in assessment, consultation, and intervention.

Objective 1: Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.

Competency for Objective 1 will be demonstrated by grades of B or higher in School Psychology 5667/5671: Introduction to/Advanced Cognitive Assessment and School Psychology 5674: Assessment of Personality and Behavior (based on examinations and written papers).

Objective 2: Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment, personality and behavioral assessment, educational assessment, and assessment of adaptive behavior.

Competency for Objective 2 will be demonstrated by passing School Psychology 5667/5671: Introduction to/Advanced Cognitive Assessment (which requires 80% or better on technical manual quizzes, 80% mastery during observed simulated testing, and error-free protocols on all major cognitive instruments), obtaining grades of B or higher in School Psychology 5674: Assessment of Personality and Behavior (based on administration and review of protocols and examinations), Educational Psychology 8621: Academic Assessment and Intervention (based on administration of formal and informal educational assessment techniques), School Psychology 9687/9688: Psychoeducational Clinic, and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on observed clinical evaluations and review of protocols), and ratings of 3 or higher by intern supervisors.

Objective 3: Students will demonstrate the ability to perform diagnostic assessments of a wide variety of students from preschool through twelfth grade, including assessment of children with low-incidence disabilities and children at high risk for school failure, and to convey the results of these assessments orally and in writing.

Competency for Objective 3 will be demonstrated by grades of B or higher in Educational Psychology 8621: Academic Assessment and Intervention (based on written reports of educational evaluations), School Psychology 9687/9688: Psychoeducational Clinic (based on individual and group supervision, review of comprehensive psychoeducational reports, and direct observation of parent feedback sessions), School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on individual and group supervision and review of reports). Competency will also be demonstrated by ratings of 3 or higher by internship supervisors and ratings of 3 or higher in the Evaluation Reports section of the portfolio.

Objective 4: Students will demonstrate knowledge of the theoretical and empirical literature on consultation.

Competency for Objective 4 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on written exams and papers).

Objective 5: Students will demonstrate basic consultation skills, including active listening, hypothesis generation, hypothesis testing, feedback to teachers, summarizing, eliciting case details, dealing with resistance, conducting direct teacher observations (evaluations of the instructional environment) and student observations (both structured and unstructured).

Competency for Objective 5 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on review of sessions and group supervision).

Objective 6: Students will demonstrate the ability to consult with teachers about the academic and behavior problems of students in schools, appropriately evaluating the outcomes in terms of student performance.

Competency for Objective 6 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on case-completion reports, class discussion of required readings, class presentations, and individual reports on specific interventions). Competency will also be demonstrated by ratings of 3 or higher by intern supervisors.

Objective 7: Students will demonstrate knowledge of the literature on evidence-based academic and behavioral interventions.

Competency for Objective 7 will be demonstrated by a grade of B or higher in Educational Psychology 8621: Academic Assessment and Intervention (based on supervision discussions and remediation reports), and School Psychology 5676: Applied Behavior Analysis (based on examination and classroom discussions).

Objective 8: Students will demonstrate the ability to design, implement, and evaluate the effectiveness of empirically validated academic and behavioral interventions.

Competency for Objective 8 will be demonstrated by grades of B or higher in Educational Psychology 8621: Academic Assessment and Intervention (based on written reports and supervision of interventions) and School Psychology 5676: Applied Behavior Analysis (based on conducting a self-change project, quizzes and exams, and classroom discussions). Competency will also be demonstrated by ratings of 3 or higher on the Intervention Report section of the portfolio, and by ratings of 3 or higher by intern supervisors.

2. To prepare students to integrate and apply research findings to the practice of school psychology.

Objective 1: Students will demonstrate knowledge of research findings and the ability to critically analyze research.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 5667: Introduction to Cognitive Assessment; School Psychology 8772: Role and Function of the School Psychologist (based on literature reviews), Education 5101: Critical Understanding of Research; and School Psychology 9587: School Consultation Seminar and Practicum (based on written reviews of journal articles).

Objective 2: Students will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in general and School Psychology in particular.

Competency for Objective 3 will be demonstrated by a grade of B or above in School Psychology 8772: Role and Function of the School Psychologist (based on an oral presentation), School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on observations and feedback on presentations and in seminars), School Psychology 9587: School Consultation Seminar and Practicum, School Psychology 9687/9688: Psychoeducational Clinic (based on observations and feedback on presentations and in seminars and the development of in-service or workshop materials).

3. To prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations.

Objective 1: Students will demonstrate knowledge of diversity, including the impact of racial, ethnic, class, cultural, language, lifestyle and ability differences on the practice of school psychology, including assessment, consultation, remediation, intervention, and working with families.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 5671: Advanced Cognitive Assessment and School Psychology 5674: Assessment of Personality and Behavior, and School Psychology 8771: Social Psychology (based on contribution to class discussions, simulations, and examination). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objective on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

Objective 2: Students will demonstrate sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic and lifestyle issues when providing feedback of information to parents, adjusting language when consulting with teachers, and by continued discussion of individual differences relative to assessment and interventions.

Competency for Objective 2 will be demonstrated by grades of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on class discussion, role plays, and design of interventions), School Psychology 9687/9688: Psychoeducational Clinic and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on class discussion and papers, planning and interpretation during clinical cases). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objective on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

4. To prepare students to function at the highest level of professional, ethical, and legal standards.

Objective 1: Students will demonstrate knowledge of the APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 1 will be demonstrated by a B or better grade in School Psychology 8775:

Ethical and Legal Problems in Pupil Services.

Objective 2: Students will apply the knowledge APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 2 will be demonstrated by ratings of 3 or higher by practicum supervisors (based on review of clinic files, discussions during supervision, and direct supervision through closed circuit television and one-way mirrors) and by ratings of 3 or higher by intern supervisors. In addition, competency will be demonstrated by a grade of B or higher (based on class discussion, reaction papers, and direct supervision) in School Psychology 9687/9688: Psychoeducational Clinic and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities.

Implementation of the Model

The model is implemented in the certification program by offering three levels of training: (a) courses which provide theoretical and scientific foundations for the practice of school psychology; (b) courses which blend theoretical and practical issues; and (c) courses which are designed to provide practical experience in the application of psychological knowledge to real-life problems of school children. It is expected that students will undertake the theoretical courses prior to the practicum experience.

Coursework in psychology includes advanced work in learning, human development, biological basis of behavior and cultural diversity as well as work in statistics and research methodology. The statistics and research methods courses are primarily designed to provide the skills to read, understand and interpret empirical research.

Theoretical and practical issues are blended into courses in diagnostic methods, remedial methods, clinics and seminars in special topics.

Course Sequencing

The course sequence is designed so that full-time students will go through the program as a cohort. Students begin the program with a base of core courses in the theoretical and scientific foundations of psychology. Following this core are courses which blend the theoretical and scientific contributions of psychology with the problems of practical application. This blending occurs in the introductory clinical courses. The final phase consists of practical clinical experiences in schools, agencies, and residential treatment facilities.

Courses which blend theoretical foundations with practical applications include approaches to intellectual and personality assessment, personality and family dynamics, clinical interviewing, integrating of psychological data in reports, classroom observation, applied behavior analysis, and prescriptive intervention and consultation with teachers, parents, and administrators. Actual practical experiences occur in two psychoeducational clinics, a clinic for children with low incidence disabilities, an academic remediation clinic, a practicum in school consultation, and the full-time one year internship in a school setting.

**Specialist
Suggested Course Sequence
1st year**

Fall semester

Sch Psych 5672	Personality & Psychotherapy
Sch Psych 8772	Role and Function of the School Psychologist
Sch Psych 5667	Introduction to Cognitive Assessment
Ed Psych 5523	Introduction to Educational Psychology

Spring semester

Ed Psych 8621	Assessment & Remediation of Learning Disabilities in Schools
Sch Psych 5674	Assessment of Personality & Behavior
Sch Psych 6676	Applied Behavior Analysis
Sch Psych 5671	Advanced Cognitive Assessment

1st Summer session

Sch Psych 8771	Social Psychology of Schools
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2nd Summer session

Sch Psych 8770	Physiological Psych
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2nd Year

Fall semester

Educ 5101	Critical Understanding of Research
Sch Psych 9587	School Consultation
Sch Psych 9688	Psychoeducational Clinic
Sch Psych 9687	Seminar in School Psychology

Spring semester

Sch Psych 8775	Ethical & Legal Problems Pupil Services
Sch Psych 9587	School Consultation
Sch Psych 9688	Psychoeducational Clinic
Sch Psych 9687	Seminar in School Psychology

1st Summer session

Sch Psych 9788	Seminar on Children with Low Incidence Disabilities
Sch Psych 9787	Practicum on Children with Low Incidence Disabilities

3rd Year

Sch Psych 9885/9886	Internship - 12 credits over 1 year
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Depending on the background of the student, the student's adviser may recommend or require additional courses for the student other than those listed above. The list above should be seen as minimal.

INTERNSHIP CRITERIA

Once you have been offered an internship and you indicate that you will accept it, whether orally or in writing, you are ethically obligated to take that internship (unless you are medically unable to do so). Your obligation does not begin when you sign a formal contract, but as soon as you indicate that you will take the internship. You cannot accept more than one internship offer.

- 1 An internship is designed to provide the trainee with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skill. The internship is the culminating training experience in the certification program and follows a programmed sequence of experiences, including practica and field experiences. The program must allow the intern opportunity for carrying out major professional functions under appropriate supervision.
- 2 The internship provides training in a range of assessment and intervention activities conducted with and for children and youth needing school psychological services. Interns with at least two years of experience in the delivery of school psychological services satisfactory to the preparing program may focus on supervision, consultation and other services to a greater extent than less experienced interns.
- 3 The internship agency employs a clearly designated, actively certified psychologist, who is responsible for the integrity and quality of the internship program. (It is not essential, however, for this person to be the one providing the supervision described below).
- 4 Internship supervision should be provided by a doctoral psychologist who is also a certified school psychologist. This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. When internship supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review (See 3 above).
- 5 Reports by the intern to consumers must be cosigned by the psychologist responsible for the intern or issued with a cover letter stating that the report has been "reviewed and approved by" the responsible (supervising) psychologist.
- 6 The internship includes an average of at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor (described in 4 above) must provide an average of one hour a week of

supervision but may delegate other supervision to appropriate members of the psychological service unit.

- 7 In addition to individual supervision (as described in 6 above), there is an additional average of at least two hours per week in scheduled learning activities such as: case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, in-service training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings, and observing other units in delivery of health and/or child care services.
- 8 Supervision and education as described in 6 and 7 above will account for at least 10% (120 hours) of the intern's time. Some of the activities may occur at times other than the "regular" workday.
- 9 The total internship experience may occur in more than one setting but must include a minimum of 1200 hours, with 600 hours in a school setting, and must be completed within 24 months. When the internship occurs in more than one setting and all specific internship agency criteria (i.e., #'s 1,2,3,4,5,6,7, and 15) must be met, the coordinator of intern placements for the graduate program must determine that appropriate evaluations of competence in each setting are obtained.
- 10 At least 25% (300 hours) of the intern's time is in direct client contact.
- 11 The intern shall have scheduled and unscheduled opportunities to interact with interns, school psychologists, and/or other psychologists. It is desirable for the internship agency to have two or more such persons on the staff, but small agencies may meet this criterion by planning meetings with appropriate personnel in the area.
- 13 The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.
- 14 Trainee has a title such as "intern," "resident," "fellow," or other designation of trainee status.
- 15 The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectation for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement about salary, benefits, reimbursable travel, holidays, etc.

Master's Degree

Students in the Ed.S. program will ordinarily earn an M.Ed. after the first 30 semester hours of coursework. A student pursuing a master's degree must demonstrate competencies associated

with the earning of a master's degree in addition to course requirements. Two options are available for demonstrating such competency.

1. A cumulative grade point average of 3.5 for 30 credits meet the requirements for awarding of the M.Ed. No rounding off of numbers is accepted. If this average drops below 3.5 the last semester of course work, the student must take a comprehensive examination the following semester. The student may apply for the master's degree during the semester he/she will accumulate 30 hours, provided that course requirements have been met.
2. Students with lower than 3.5 have the option to pass the Master's Comprehensive Examination, after taking 30 semester hours of acceptable coursework. If a student elects this option and fails the examination on the first attempt he or she must stay with this option. A student will be permitted to take the comprehensive examinations only twice.

NOTE: Apply for graduation at the Graduate School during the first week of the semester in which you plan to graduate. The Master's degree does not confer certification in school psychology. School psychology certification is a post-masters degree program.

Students must complete one year of the School Psychology graduate program with a GPA of 3.0 or above to be accepted into the certification program due to the Commonwealth of Pennsylvania Department of Education guidelines.

Students must complete the PAPA exam demonstrating adequate reading, writing, and math skills, and the PRAXIS II exam in School Psychology in order to be recommended for certification in Pennsylvania.

Matriculation Requirements

Students are required to take at least 6 semester hours of courses during both the Fall and the Spring semesters (not required for Summer). If this seems unfeasible for health or other reasons, the student may petition the program for permission to register for fewer hours. The letter asking for such permission should be addressed to the program director and a copy should go to the student's adviser.

HOW TO APPLY FOR THE SPECIALIST PROGRAM

Please note that the deadline for submission of materials was changed to MARCH 1 this year. Applications that are complete by that date will be given priority for admissions, and applications received after that date will only be considered on a space-available basis.

Fill out the necessary application forms for the Ed.S. You may apply online, or print out and submit paper copies. All application materials should be sent to the Student Resource Center, College of Education. It is the student's responsibility to see that everything is completed by the deadline date.

The School Psychology Program is not informed of the status of an application until it is completed and processed. We strongly urge that applicants apply early and periodically check through OwlNet as to the status of their materials.

All applications and materials are reviewed by an Admissions Committee consisting of program faculty and students. Students have complete access to all admissions materials. Our students have a voice in our admissions policies since accepted applicants will become their peers and future colleagues. However, any applicants who feel that any of the contents of their applications should not be reviewed by future peers should contact the Admissions Chair in writing specifying which materials should be kept confidential.

Applicants are required to submit the following materials prior to the deadline:

1. Application form and fee
2. Graduate Record Examination (G.R.E.); Verbal, Quantitative, and Analytic/Analytic Writing (official report from ETS)
3. Two (2) letters of recommendation; three preferred
4. Official transcripts from all universities attended
5. A personal statement of goals
6. A resume or CV

In addition, an interview with faculty and students is required for admission to the school psychology program. Applicants whose applications are not complete or who do not meet minimum criteria are not interviewed.

Prerequisites

Admission to the program is contingent upon applicants having already achieved a basic knowledge about the science of psychology. This is determined by completion of four undergraduate or beginning graduate level courses including general psychology, elementary statistics, child development, and learning theory. The requirement may be met by taking general psychology, basic statistics, learning theory, and human development at Temple University.

Criteria for Admission

Applicants are reviewed on six major criteria: (a) undergraduate grade point average, (b) graduate grade point average (if applicable), (c) scores on the Graduate Record Examination (Verbal, Quantitative, and Analytic Writing), (d) letters of recommendation, (e) writing ability, and (f) personality, maturity, interpersonal skills and life experiences which are examined as part of the interview. Special qualities such as volunteer work, enthusiasm, dedication to working with children and integrity are considered. We attempt to maintain a culturally diverse student body and also value students who have had a variety of life experiences.

While the GRE is used as one basis for admission, it is evident from the above that the program attempts to use a variety of criteria. The program takes pride in the quality and diversity of its student body, a quality which reflects our ability to choose from a large pool of applicants.

APPENDIX A

Affiliated Programs, Centers and Agencies

Abington School District, PA
 Alfred I. DuPont Hospital, Wilmington, DE
 Avon Grove School District, PA
 Bancroft NeuroHealth, NJ
 Berks County I.U., PA
 Bucks County I.U., PA
 Carbon/Lehigh I.U., PA
 Centennial School District, PA
 Cheltenham School District, Cheltenham, PA
 Cherry Hill School District, NJ
 Chester County I.U., PA
 Children's Hospital of Philadelphia, PA
 Collingswood School District, NJ
 Colonial School District, DE
 Colonial School District, PA
 Counseling or Referral Assistance (CORA), PA
 Delaware County I.U., Media, PA
 Devereux Foundation, Devon, PA
 Eden School, Princeton, NJ
 Elwyn Institute, Phila., PA
 Horsham Psychiatric Hospital, Horsham, PA
 Joseph J. Peters Institute, Philadelphia, PA
 Maple Shade School District, Maple Shade, NJ
 Mercer County Schools, NJ
 Merion Schools, Merion, PA
 Overbrook School for the Blind, Phila., PA
 PA School for the Deaf, Phila., PA
 Pemberton School District, Pemberton, NJ
 Pennington Preparatory School, Pennington, NJ
 School District of Philadelphia, PA
 St. Christopher's Hospital, Phila., PA
 St. Joe's Prep, Philadelphia, PA
 St. Francis Xavier Elementary School, Phila., PA
 Wordsworth Academy, Fort Washington, PA

APPENDIX B

Program Costs

Tuition costs are priced per credit hour. The costs listed here apply for Fall, Spring, and Summer I and II, 2014–2015 academic year.

<i>Graduate Tuition per Credit Hour</i>	<i>In State</i>	<i>Out of State</i>
	\$805	\$1103

Note: Students who move to Pennsylvania to attend school will be considered out of state students for the duration of their program.

Other Fees total \$345 per semester for full time students for technology, activities, health, and recreation. Some courses carry additional materials fees.

Additional information about tuition and fees can be found on the bursar's web page <<http://www.temple.edu/bursar/about/tuitionrates.htm>>.

Information about financial assistance is available at <www.temple.edu/grad/finances/index.htm>.

Characteristics of the School Psychology Specialist Program 2014

Distribution of Specialist Students

Total Students 20

Gender Distribution

Male	10%
Female	90%

Ethnicity

African-American	10%
Asian-American	0%
European-American	85%
Latino/a	5%

Median GRE Scores (last year)

	<i>V</i>	<i>Q</i>	<i>W</i>
New Scoring	154	152	4

Median UG GPA (last year) 3.50

Last Year

<i>Applicants</i>	52
<i>Acceptance Rate</i>	18 (35%)
<i>Enrolled</i>	7 (13%)

Internships

Requirements for the completion of the EdS program include a one-year, 1200 hour internship experience in schools. Internships can be completed over two years, half time.

Internship Applicants	2013	2012	2011	2010	2009
Number of applicants	3	5	5	7	3
N who obtained:					
An internship	3	5	5	6	3
A paid internship	3	5	5	6	3
A two-year, half-time internship	0	0	0	0	1

Certification (past 5 years)

100% of graduates have passed the School Psychology PRAXIS exam at the NCSP level.
100% of graduates have obtained certification as a school psychologist.

Other Information:

Facilities for Students with Disabilities: Temple University maintains a Disabilities Resource Center for students requiring special help. The buildings are equipped with wheelchair ramps. Braille books are available as well as student readers. The program has had one blind student graduate.

Personal counseling is available through the University Counseling Center and the Student Health Service as well as through Temple University Hospital.

Housing is available privately in Philadelphia. The University maintains dormitories and apartments. Information is available through the Office of Student Housing. Philadelphia is a large metropolitan city offering diversity in housing and cultural activities. Public transportation to the University is readily available.

FACULTY

The following is a brief summary of some of the major accomplishments and primary interests of faculty:

PROGRAM COORDINATOR:

Catherine A. Fiorello, Ph.D., NCSP, ABPP (University of Kentucky) Rank: Professor
Program Director, School Psychology

Professional Distinctions:

Nationally Certified School Psychologist; Licensed School Psychologist, KY & PA; KAPS Best Practices Award—Assessment and Evaluation, 1995; Outstanding Service Award, Division 16, APA, 2006; Member, American Psychological Association (Divs. 15, 16, 40), National Association of School Psychologists; Fellow, Pennsylvania Psychological Association, 2005; Lindback Foundation Teaching Award, 2003; ABPP Board Certified in School Psychology, 2011; Elected Fellow of Division 16 of APA, 2012.

Catherine Fiorello has published numerous articles on cognitive assessment, the development of rating scales for assessing cognitive skills, the use of cross-battery assessment to predict children's academic achievement, and integrating cognitive and neuropsychological assessment into a Response to Intervention model of special education identification. She is currently coordinating a research group on Applied Cognitive Studies which is attempting to apply cognitive psychology in the classroom. Specialization: Cognitive Assessment, Early Childhood, SLD, ADHD, Neuropsychology

Selected Publications:

- Hale, J. B., & Fiorello, C. A. (2004). *School neuropsychology: A practitioner's handbook*. New York: Guilford.
- Thurman, S. K., & Fiorello, C. A. (2008). *Cognitive development in K-3 classroom learning: Research applications*. London, England: Routledge/Taylor and Francis.
- Fiorello, C. A., Hale, J. B., & Wycoff, K. L. (2012). Cognitive Hypothesis Testing (CHT): Linking test results to the real world. In D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues (3rd ed.)* (pp. 484-496). New York: Guilford Press.
- Hale, J. B., Wycoff, K. L., & Fiorello, C. A. (2011). RtI and Cognitive Hypothesis Testing for identification and intervention of specific learning disabilities: The best of both worlds. In: D. P. Flanagan & V. C. Alfonso (Eds.), *Essentials of specific learning disability identification* (pp. 173-201). Hoboken, NJ: Wiley.
- Flanagan, D. P., Fiorello, C. A., & Ortiz, S. O. (2010). Enhancing practice through application of Cattell–Horn–Carroll theory and research: A “third method” approach to specific learning disability identification. *Psychology in the Schools, 47*, 739-760.
- Elliott, C. D., Hale, J. B., Fiorello, C. A., Dorvil, C., & Moldovan, J. (2010). Differential Abilities Scales—Second Edition prediction of reading performance: Global scales are not enough. *Psychology in the Schools, 47*, 698-720.
- Petrucelli, M. L., Fiorello, C. A., & Thurman, S. K. (2010). Comparison of teachers' and school

psychologists' accuracy in assigning basic academic tasks to underlying CHC-model cognitive abilities. *Journal of Applied School Psychology, 26*, 230-246.

Fiorello, C. A., Thurman, S. K., Zaverntnik, J., Sher, R. A., & Coleman, S. (2009). A comparison of teachers' and school psychologists' perceptions of the importance of CHC abilities in the classroom. *Psychology in the Schools, 46*, 489-500.

CORE FACULTY:

Jean A. Boyer, Ph.D. (University of Cincinnati) Rank: Clinical Assistant Professor

Professional Distinctions:

Nominee for the Illinois Department of Education "Those Who Care Award," recipient of the Charles I Doyle, S.J. Award – Loyola University Day School for Emotionally Disturbed Children, and the National College of Education: NCE Teaching Fellowship. Also, a member: Association for Positive Behavior Support, National Association for the Education of Young Children, Kappa Delta Pi Academic Honor Society, and the National Association of School Psychologists. She currently serves as the Education Delegate for the Association of School Psychologists of Pennsylvania, and is Past President of the Trainers of School Psychologists for ASPP.

Jean Boyer's research interests include the use of positive behavior supports and early literacy initiatives to build resiliency in children, and the development of consultation relationships to promote system-wide implementation of effective practices. Her work is based on a collaborative, eco-behavioral problem solving model that focuses on the development of interpersonal relationships to support person-centered planning, prevention, data-based decision making, and a systematic procedure to approach problem situations.

Jean A. Boyer practiced as a school psychologist and mental health consultant in a variety of settings, including public schools, day care centers, HeadStart, and residential schools for the deaf. Her interests include working with families of young children, pre-service teacher preparation, positive behavior supports and social skill development, and crisis prevention and response. Dr. Boyer has presented on these topics at numerous state, national and international conferences, conferences, including the American Education Research Association, the American Psychological Association, the Association for Positive Behavior Support, the International Association for School Psychology, and National Association of School Psychologists as well as providing many staff development workshops for teachers, administrators, families, and student support personnel across the country. Before assuming her current position at Temple University as teaching faculty in the school psychology program, Dr. Boyer was an assistant professor in the Inclusive Early Childhood Education program at the College of Mount St. Joseph in Cincinnati. Dr. Boyer is also affiliated faculty in the Applied Behavior Analysis Program at Temple.

Selected National Publications and Presentations:

- Boyer, J. A. (2005). Fidelity in goal attainment scaling by preschool teachers of “at-risk” children. Paper presented at the Second International Conference on Positive Behavioral Support, Tampa, FL.
- Boyer, J. A. (2005). Consultation for positive behavior support in early childhood settings. Paper accepted for the annual conference of the National Association of School Psychologists, Atlanta, GA.
- Gerent, M. & Boyer, J. A. (2004). Reconfiguring preservice teacher education programs in preparing high quality teaching professionals. Paper presented at the annual meeting of the Council for Exceptional Children, Biloxi, MS.
- Boyer, J. A. & Gerent, M. (2003). Preservice teacher education: The ultimate antecedent variable in positive behavior supports. Paper presented at the First International Conference on Positive Behavior Supports, Tampa, FL.
- Daley, E. J., Lentz, F. E., & Boyer, J. A. (1996). The instructional hierarchy: A conceptual model for understanding the effective components of reading interventions. *School Psychology Quarterly*, *11*, 369-386.

Frank Farley, Ph.D. (Institute of Psychiatry, University of London, UK). Rank: Professor

Professional Distinctions:

L. H. Carnell Chaired Professor, Temple. Former President, American Psychological Association (APA), American Educational Research Association (AERA), International Council of Psychologists, The Society for General Psychology, The Society for Aesthetics, Creativity and the Arts, The Society for Humanistic Psychology, The International Facet Theory Association, The Midwestern Educational Research Association, The Wisconsin Educational Research Association, APA Division of Educational Psychology, and the APA Division of Media Psychology. Former Vice-President, InterAmerican Society of Psychology and the Federation of Behavioral, Psychological and Cognitive Sciences. Current member: Board of Directors, Foundation for the Scientific Study of Sexuality; Council of Representatives of APA; Board of Directors of the Society for Humanistic Psychology; Board of Directors of APA’s Division of Experimental Psychology, and APA’s Division of Media Psychology. Recipient of the highest award in educational psychology, The E.L. Thorndike Award for Distinguished Contributions of Psychology to Education (APA), and the highest award in media psychology, The Award for Distinguished Lifetime Contribution to Media Psychology (APA). Fellow of the American Association for the Advancement of Science, New York Academy of Sciences, APA, AERA, Association for Psychological Science, APA’s Division of School Psychology and nine other APA Divisions, Society for the Scientific Study of Sexuality, among others. Dr. Farley does research in a variety of areas, including personality, motivation, achievement, adolescent behavior, risk-taking, thrill-seeking, heroism, media, creativity, crime, political psychology,

psychological/psychiatric diagnosis, critical analyses of psychological science, among other topics. He is in constant demand for interviews in the media, including CNN, MSNBC, ABC, NBC, CBS, FOX, USA Today, Philadelphia Inquirer, national and local radio.

Selected Publications:

- Farley, F. (2012, in press). Innovation, technology, psychology. *The Psychology of Aesthetics, Creativity and the Arts*.
- Farley, F. (2012). Extreme people, some extreme ideas, extremely interesting. *PsycCritiques: The APA Journal of Reviews*, 57.
- Farley, F. (2010). M.C. Wittrock, a giant of educational psychology. *Educational Psychologist*, 45, 37-39.
- Stamoulis, K., & Farley, F. (2010). Conceptual approaches to adolescent online risk-taking. *CyberPsychology: Journal of Psychosocial Research on Cyberspace*, 4(1).
- Kumar, V. K., & Farley, F. (2009). Structural aspects of three hypnotizability scales: Smallest space analysis. *International Journal of Clinical and Experimental Hypnosis*, 57(4), 343-365.
- Farley, F. (2009). The positivism-based negative psychology movement. *PsycCritiques: The APA Journal of Reviews*, 54(28).
- Farley, F. (2009). Fear, the pull of the paranormal, and the incidence of the irrational. *PsycCritiques: The APA Journal of Reviews*, 54(50).
- Farley, F., & Ellis, D. J. (2009). Humanizing time, love, life and death: An allegory set between the eternities. *PsycCritiques: The APA Journal of Reviews*, 54(35).

Laura L. Pendergast, Ph.D., NCSP (The Pennsylvania State University) Rank: Assistant Professor

Professional Distinctions:

Specialization in Culture and Language Education (SCALE) fellow, 2008-2010; Fred L. Yaffe scholarship for outstanding achievement in research, 2006; Eastern Illinois University, Honors College research grant, 2005. Dr. Pendergast is a member of the American Psychological Association, the National Association of School Psychologists, and the Association for Psychological Science.

Laura Pendergast's research focuses primarily on the study of psychometric and multicultural issues in the assessment and diagnosis of childhood emotional and behavioral disorders such as ADHD, pediatric bipolar disorder, and depression.

Selected Publications and Presentations:

- Pendergast, L. L., Youngstrom, E. A., Brown, C., Jensen, D., Alloy, L. B., & Abramson, L. Y. (2012). Structural invariance of General Behavior Inventory (GBI) scores in Black and White young adults. *Manuscript under review*.
- Pendergast, L. L., Watkins, M. W., & Canivez, G. L. (2012). Structural and convergent validity of the Homework Performance Questionnaire. *Manuscript under review*.
- Pendergast, L. L., Black, S., Young, M., Bryant, J., McPhearson, T., Alloy, L. B., & Abramson, L. Y. (2012). Racial identity, inferential style, and internalizing symptoms in Black and White youth. *Manuscript under review*.

- Miller, A., Vandiver, B. J., Schneider, B. S., VanDeth, L. M., & Pendergast, L. L. (2012). Preserving language and culture through education: A case study of the Gulisi Community Primary School in Belize. *Manuscript under review*.
- Pendergast, L. L., Merkitch, K., Alloy, L. B., Abramson, L. Y., Youngstrom, E. A., & Watkins, M. W. (2012). *Differentiating bipolar disorder and ADHD: Discriminative validity of the GBI*. Poster presented at the Association for Psychological Science Annual Convention, Chicago, IL.
- Pendergast, L. L., Bryant, J., Howells, L., Moore, L., & Alloy, L. B. (2012). *The Suicidality Decision Flow Chart: A tool for school psychology students and supervisors working with suicidal youth*. Poster presented at the Trainers of School Psychologists Annual Convention, Philadelphia, PA.
- Pendergast, L. L., Vandiver, B. J., Cole, P. M., Schaefer, B. A., Murray-Kolb, L. E., Khattry, S. K., ... Christian, P. (2010). *Factor structure of scores from the Revised Conners' Rating Scales with Nepali children*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Pendergast, L. L., & Watkins, M. W. (2009). Development of an electronic version of the Homework Performance Questionnaire. *Journal of Educational Computing Research*, 40, 323-335.

Nathaniel P. von der Embse, Ph.D., NCSP (Michigan State Univ.) Rank: Assistant Professor

Professional Distinctions:

School Psychology Research Collaboration Conference Early Career Scholar Award, 2013; President's Award for Outstanding Contribution, National Association of School Psychologists, 2012; Fellow, US Department of Education OSEP Training Grant, Interdisciplinary Leadership Training in the Transportability of Evidence-based Interventions to Diverse Populations, 2010-2012; Hyman-Lambert Scholarship, American Academy of School Psychology, 2011. Dr. von der Embse is a member of the American Psychological Association and Division 16, the National Association of School Psychologists, the International School Psychology Association, and the American Educational Research Association. He is a founding member of the NASP Social Justice Interest Group and is a member of the NASP Government and Professional Relations Workgroup.

Nate von der Embse's research focuses on internalizing behavior assessment and intervention, test anxiety, high-stakes testing and educational accountability policy, school mental health, and social justice and advocacy.

Selected Publications and Presentations:

- von der Embse, N., Mata, A., Segool, N., & Scott, E.C. (in press). Latent profile analysis of test anxiety: A pilot study. *Journal of Psychoeducational Assessment*.
- von der Embse, N., Kilgus, S.P., Segool, N., & Putwain, D. (in press). Evaluation of a brief test anxiety screening assessment: Identification and predictive validity of the FRIEDBEN Test Anxiety Scale. *International Journal of School and Educational Psychology*.
- Gallant, J., Snyder, G., von der Embse, N., & Cotter, D. (in press). Characteristics and psychosocial predictors of youth non-suicidal self-injury in residential care. *Preventing School Failure*.
- Segool, N., Carlson, J., Goforth, A., von der Embse, N. & Barterian, J. (2013). Heightened test anxiety among young children: Elementary school students' anxious responses to high-stakes testing. *Psychology in the Schools*. 50 (5), 489-499. doi: 10.1002/pits.21689

- von der Embse, N., Barterian, J. & Segool, N. (2013). Test anxiety interventions for children and adolescents: A systematic review of treatment studies from 2000-2010. *Psychology in the Schools*, 50 (1), 57-71. doi:10.1002/pits.21660
- von der Embse, N. & Hasson, R. (2012). Test anxiety and high-stakes tests: Implications for educators. *Preventing School Failure*, 56 (3), 180-187. doi: 10.1080/1045988X.2011.633285
- von der Embse, N. & Carlson, J.S. (2011). Examining training standards criteria within school psychologist position openings: Implications for trainers. *Trainers' Forum: Journal of the Trainers of School Psychologists*, 30, 7-19.
- von der Embse, N., Brown, A. & Fortain, J. (2011). Reducing problem behavior and promoting inclusion for students with Autism Spectrum Disorders. *Intervention in School and Clinic*, 47, 22-30. doi: 10.1177/1053451211406545

Meredith Weber, Ph.D., NCSP (Temple University) Rank: Clinical Assistant Professor

Professional Distinctions:

Meredith Weber is a licensed psychologist and a school psychologist who is certified in Pennsylvania and nationally. She has done trauma work with children, adolescents, and families for the last seven years. Dr. Weber received a university fellowship during her studies at Temple. She completed her post-doctoral fellowship at the CARES Institute in New Jersey under the training of Esther Deblinger. Meredith has worked with children and adolescents in residential treatment facilities and has trained others in TF-CBT, while also teaching and guest lecturing about trauma and sexual behavior problems locally. For several years, Meredith was a supervising psychologist at the Joseph J Peter's Institute (JJPI) in Philadelphia, an outpatient clinic serving children, teens, and adults who have survived sexual abuse, or who have demonstrated sexual behavior problems or committed a sexual offense. She is a member of the American Psychological Association, The Division of Trauma Psychology, the National Association of School Psychologists, and the Pennsylvania Psychological Association.

Selected Publications and Presentations:

- Hyman, I., Cohen, I., Glass, J., Kay, B., Mahon, M., Tabori, A., & Weber, M. (2006). Section Seven: Programs for Classroom Management and Discipline. Chapter 35: Bullying: Theory, Research, and Interventions. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. Lawrence Erlbaum, Inc.
- Hyman, I. A., Weber, M., & Tabori, A. (2004, March) *Interventions and Preventions for Bullying*, presented at the Temple University School Psychology Conference, Philadelphia, PA.
- Hyman, I. A., Weber, M., & Tabori, A. (2002, June) *Interventions and Preventions for Bullying*, presented at the Pennsylvania Psychological Association, Harrisburg, PA.

Affiliated Faculty

James P. Byrnes, Ph.D. – Temple University
Professor: Educational Psychology-Cognition and Learning

Joseph DuCette, Ph.D. – Cornell University
Professor: Educational Psychology-Research Methods and Statistics

Kenneth Thurman, Ph.D. – Peabody College of Vanderbilt University
Professor: Special Education

Additional Part-Time Faculty

Dr. John Berna
Dr. Kari D'Amora
Dr. Erin Falk
Dr. Patricia Feuerstein
Dr. Naomi Lennox
Dr. Kelly McElrath
Dr. Caroline Tisot