SCHOOL PSYCHOLOGIST ACADEMY

Fall 2022

Desired Outcomes

School psychologists will deepen their knowledge of:
- What it means to be a school psychologist employed by a Local Education Agency (LEA) and the different types of LEAs that exist (district v. charter)
- The role of the school psychologist within the Thread of Educational Benefit
- Writing Legally Defensible and Helpful Reports
- "Hot Cases" and current legal trends in the field of school psychology
- The SELPA’s School Psychologist Professional Learning Community (PLC) structure

Agenda, Day One

- Welcome and Introductions
- Ice Breaker: Feelings Tree
- Supporting a Charter School as School Psychologist
- The Thread of Educational Benefit for School Psychologists
- Break: 9:45-10:00
- Report Writing, presented by Jenny Ponzuric
- Closing
Agenda, Day Two

• Welcome Back
• Hot Topics in the field of School Psychology, presented by Heather Edwards, Esq.
• Break: 10:30am-10:45am
• Question & Answer Session
• Closing

Presenters

Katelyn James
Program Specialist
Northern California

Lauren Bechtol
Program Specialist
Southern California

Marissa Thompson
Program Specialist
Southern California

Guest Presenters

Jenny Ponzuric, LEP
Day One
Writing Legally Defensible and Helpful Reports

Heather Edwards, Esq.
Day Two
Hot Topics (Legal)
Instructions

Please raise your hand and we will call on you.

Windows: You can also use the Alt+Y keyboard shortcut to raise or lower your hand.
Mac: You can also use the Option+Y keyboard shortcut to raise or lower your hand.

School Psychologist Portal

https://charterselpa.org/school-psych-portal/

Feelings Tree Activity

Identify the number of the person that best reflects your feelings at this moment. Be ready to share in the chat.
Supporting a Charter School v. School District

What is a SELPA?

• Types of SELPAs
  • Single District
  • Multi-District
  • District/County
  • SELPA by County
  • Charter SELPA

Structure in California

SELPA
- Receives and allocates State and Federal funds.
- Develops a plan for educating all students with disabilities, enabling districts to share services.

LEA/District
- Participates in SELPA governance.
- Carries legal responsibility for special education.
- Receives and spends or allocates Special Education funds.

SCHOOL
- Supports service delivery for students at the school site.
Two Types of Partners (Charter)

- Single Charter Partner
- Organizational Charter Partner

District

Charter school with one site (CDS code)
Two Types of Partners (Charter)

- Organization with one Chief Executive Officer (CEO) position (or one governing board).
- Non-profit corporation with one CEO position (or one governing board).
- ...and more than one charter with partnership in the Charter SELPA (multiple CDS codes).

What type of support have you engaged in with the SELPA?
The Thread of Educational Benefit: Considerations for School Psychologists

What is... Educational Benefit?

Defining Educational Benefit

<table>
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<tr>
<th>Standards</th>
<th>Assessment</th>
<th>Present Levels</th>
<th>Identify Needs</th>
<th>Goals and Objectives</th>
<th>Services</th>
<th>Progress</th>
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</thead>
</table>

Access to Instruction & Peers
The IEP is not a form.


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Defining Educational Benefit

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Access to Instruction & Peers

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**The Standard is the Learning Target**

- Understand the grade-level content standard for the grade in which the student is enrolled or would be enrolled based on age.
- Identify the intent of the standard.
- Identify what the standard is stating a student must know and be able to do.
- Chunk the standard into the core skills that are required of the student.

**Assessment**

- Informs eligibility determinations.
- Must be completed for each area of suspected disability.
- Provide data related to a student’s present levels in the classroom, home, and community settings.
- Should establish baseline data for annual goals and progress monitoring.

**Present Levels of Academic Achievement and Functional Performance (PLAAFP)**

- Describe the student’s strengths and interests in relation to participation and progress in the general education curriculum.
- Address all areas, including those not assessed or not a current concern.
- Include educational concerns of the family.
Identify All Needs from Assessment Data and Present Levels

- Lists the needs that were identified by assessment.
- Establishes the identified needs that are based on the student’s disability.
- Identifies academic needs as well as behavioral, social-emotional, functional, vocational, etc.
- A goal/objective may be written for each area of identified need.
- An IEP is reasonably calculated to enable appropriate progress.

Measurable Goals/Objectives: Example

- Baseline
- By When
- Who
- Does What
- Given What/Under What Conditions
- Measured By
- Level of Mastery
### Measurable Goals/Objectives: Example

**Baseline:** Teacher observations and data collection indicate that Ariana yells during instruction an average of 5 times per period and has received 9 office referrals this trimester.

**Goal:** By 12/2/2023, Ariana will implement a predetermined coping strategy (e.g., writing thought on post-it, getting a drink of water, raising hand to be called upon) when given a nonverbal signal instead of yelling out in class, as evidenced by reducing class disruptions to 1 (or less) per period and reducing office referrals to less than 2 per trimester.
### Measurable Goals/Objectives: Example

- **Baseline**: By 12/2/2023, Ariana will implement a predetermined coping strategy (i.e., writing thoughts on post-it, getting a drink of water, raising hand to be called upon) when given a nonverbal signal instead of yelling out in class, as evidenced by reducing class disruptions to 1 (or less) per period and reducing office referrals to less than 2 per trimester.

#### Goal:

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</table>

#### Baseline

- **By When**: 
- **Who**: 
- **Does What**: 
- **Given What**: 
- **Measured By**: 
- **Level of Mastery**
Standards | Assessment | Present Levels | Identify Needs | Goals and Objectives | Services | Progress
--- | --- | --- | --- | --- | --- | ---

**Measurable Goals/Objectives: Example**

- **Baseline:**
- **By When:**
- **Who:**
- **Does What:**
- **Given What:**
- **Measured By:**
- **Level of Mastery**

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**Services and Supports**

- Decisions about services are aligned with Least Restrictive Environment.
- Services and supports are designed in such a way as to progress towards student independence.
- The services and supports allow the student to be educated with typically developing peers and have access to the general education curriculum to the maximum extent possible.

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<table>
<thead>
<tr>
<th>Services and Supports</th>
<th>SIS Code</th>
<th>SLP</th>
<th>PYC School Psych.</th>
<th>Licensed Clinical Psych.</th>
<th>LICSW Social Worker</th>
<th>NPS School Social Worker</th>
<th>LPCC Lic Prof Clinical Counsel</th>
<th>Board Cert. LC Psych</th>
<th>Ed. Sp</th>
<th>Health and Nursing Services Credential</th>
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<tbody>
<tr>
<td>Individual Counseling</td>
<td>S15</td>
<td>X X X X* X* X X* X</td>
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<td>Counseling and Guidance</td>
<td>S15</td>
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<td>Psychological Services</td>
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*Services may be provided by a qualified intern under the direct supervision of an individual who holds the appropriate credential authorization (5 CCR 3051).
Progress

- Measured and reported.
- Includes a variety of formal and informal assessment results, classroom assessments and progress towards all goals.
- Progress is reported consistently to the student and family.
- Based on progress, the IEP goals may be adjusted.
- Monitoring progress may lead to the discovery of unidentified areas of need.

Standards
Assessment
Present
Levels
Identify
Needs
Goals and
Objectives
Services
Progress

Progress

- Assessment can be triggered at any time.
- Assessments are not solely determined based on initial and triennial referrals.

Hot Topics and Legal Trends in School Psychology
Presented by Heather Edwards, Esq.
More to Come on Day 2: Legal Hot Topics

Heather Edwards, Esq.

Day Two

Upcoming PL Opportunities

Save the Date: School Psychologist PLCs

9/22/22 12/8/22 2/9/23 5/11/22

10:00am-11:30am
DCN PL Offerings:

- Universal Design for Learning in the age of MTSS (9/16)
- EPMHS Assessment Data (9/16)
- Social Emotional Learning (9/50)
- Behavior Supports for the Whole Class (10/24)
- Creating Effective BIPs- Part 1 (10/28)
- Creating Effective BIPs- Part 2 (12/1)
- Function to Reinforcement: A deep dive to the how and what of difficult behavior (12/2)
- ADHD: What it is and what it isn’t (1/13)
- California Dyslexia Guidelines (1/20)
- The Impact of Trauma (2/7)
- How to Interpret Psycho-Ed Reports for Teachers (2/14)
- Interdisciplinary Assessment of Girls with Suspected Autism (2/24)
- A Culturally Responsive Approach to Working in Schools (4/27)
- Interventions for Anxiety, Stress, and Trauma (5/1 & 5/2)

Submit your Questions for Thursday's Q&A Session!
https://forms.gle/HHUidhLt7iwRqrbB

Thank you!