

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology Program
SPSY 506: Development and Learning; 3-credits
Spring 2024

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Course Calendar: Class will meet Monday afternoons from 1:00pm-4:15pm in York 115. See page 7 for schedule.

Catalogue Description: This course focuses on developmental theory and research as applied to the process of learning and education, age three to twenty-one. Emphasis will be placed in the following areas: candidates gaining knowledge to both differentiate and integrate multiple theoretical views on development; candidates gaining a better conceptual understanding of commonalities and differences in development; and, candidates gaining a better practical understanding of how to help children and adolescents address the developmental challenges they face, particularly in schools. In this course, child and adolescent development will be viewed through theories and research in the areas of interpersonal, emotional, cultural, cognitive, and physical development.

Required Books:

- Davies, D. & Troy, M. F. (2020). *Child development: A practitioner's guide*, (4th ed.). Guilford. [Ebook available at Lewis & Clark Library](#) (This primary text will provide a developmental framework within a clinical context).
- Burke Harris, N., (2018) *The deepest well: Healing the long-term effects of childhood adversity*, Houghton Mifflin Harcourt (The goal of this reading is to gain an understanding of the roots of trauma, how it influences development, and the consequential impact of facilitating regulation in children).
- Greene, R. W., (2014) *Lost a school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*, Scribner (The goal of this reading is to gain an understanding of the limits of the punishment/reward model and the importance of a more relational approach based on learning).
- Jensen, F. E., & Nutt, A. E. (2015). *The teenage brain*, HarperCollins Publishers.

Other Required Readings (provided via Moodle or Best Practices Series):

- Chan, M., Sharkey, J. D., Nylund-Gibson, K., Dowdy, E., & Furlong, M. J. (2022). Social support profiles associations with adolescents' psychological and academic functioning. *Journal of School Psychology*, 91, 160-177. doi: 10.1016/j.jsp.2022.01.006.
- Clarke, B. L., & Sheridan, S. M. (2023). Best Practices in Culturally Responsive Family-School Partnerships. In P. L. Harrison, S. L. Proctor, & A. Thomas (Eds.), *Best Practices in School Psychology 7, Vol. 2: Student, Systems, and Family Services* (pp. 447-458). National Association of School Psychologists.
- Furlong, M. J., Nylund-Gibson, K., Dowdy, E., Wagle, R., Hinton, T., & Carter, D. (2020). Modification and standardization of Social Emotional Health Survey-Secondary— 2020 edition. Santa Barbara, CA, University of California Santa Barbara, International Center for School Based Youth Development.
- Greenberg Motamedi, J., & Vazquez Cano, M. (2022) Oregon State University Teachers Educating All Multilingual Students: Integrating language acquisition and improving outcomes for English learner students. Education Northwest.
- Hawes, D. J., & Allen, J. L. (2023). A developmental psychopathology perspective on adverse childhood experiences (ACEs): Introduction to the special issue. *Research on Child and Adolescent Psychopathology*, 51, 1715-1723.

- Jiang, X., Fang, L., & Mueller, C. E. (2023, December 21). Growth Mindset: An Umbrella for Protecting Socially Stressed Adolescents' Life Satisfaction. *School Psychology*. Advance online publication. <https://dx.doi.org/10.1037/spq0000584>
- Lazarus, P. J., Doll, B., Song, S. Y., & Radliff, K. (2022). Transforming school mental health services based on a culturally responsive dual-factor model. *School Psychology Review*, 51 (6), 755-770.
- National Center on Safe and Supportive Learning Environments. (n.d.). *Building student resilience toolkit*. <https://safesupportivelearning.ed.gov/building-student-resilience-toolkit>.
- Noltemeyer, A., & Brann, K. (2023). Best Practices in Fostering Children's Resilience From a Social Justice Perspective. In P. L. Harrison, S. L. Proctor, & A. Thomas (Eds.), *Best Practices in School Psychology 7, Vol. 2: Student, Systems, and Family Services* (pp. 123-134). National Association of School Psychologists.
- Sameroff, A. (2009). The transactional model in A. Sameroff (Eds.), *The Transactional Model of Development: How Children and Contexts Shape Each Other* (pp. 3-21).
- Saracho, O. N. (2023). Theories of child development and their impact on early childhood education and care. *Early Childhood Education Journal*, 51, 15-30. <https://doi.org/10.1007/s10643-021-01271-5>
- Snyder, S. E., & Duchschere, J. E. (2022). Revisiting ecological systems theory: Practice implications for juvenile justice youth. *Translational Issues in Psychological Science*, 8(2), 234-245. <https://doi.org/10.1037/tps0000324>
- Teater, B. (2021). Ecological Systems Theory. In K. Bolton, J. C. Hall, & P. Lehmann (Eds.), *Theoretical Perspectives for Direct Social Work Practice* (4th edition, pp. 47-60). Springer Publishing Company.
- Ungar, M. (2018). *What works: A manual for designing programs that build resilience*. <https://resilienceresearch.org/whatworks/>.

NASP Domains: The following Domains of the National Association of School Psychologists Practice Model, are aligned with the knowledge, skills, and dispositions addressed in this course:

- Domain 3: Academic Interventions and Instructional Supports
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 10: Legal, Ethical, and Professional Practice

Course Objectives: Through this course, students will be able to

- Analyze and critique major theories of child development and apply a developmental framework to the practice of school psychology.
- Recognize and understand developmental milestones across domains (e.g., cognitive, physical, social emotional, etc.) and identify developmental trajectories within an educational context.
- Demonstrate proficiency in understanding how cultural and contextual factors influence development across domains and incorporating such variables in practices of case conceptualization.
- Develop knowledge and skills to promote positive family, school, and community collaboration to promote positive child development across developmental domains.
- Engage in advocacy skill building activities to promote policy and practices that support the well-being and optimal development of students across domains.

Course Requirements

Attendance: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of overall class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme

hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Course Activities: All course activities are designed to promote your mastery of useful knowledge, skills, and ability to think critically about the previously described course goal and objectives. All submitted work should look professional, be submitted on time, and be appropriately organized.

Readings: Reading the designated material prior to class should greatly facilitate your mastery. Readings were carefully chosen and designed to promote the development of your knowledge, attitudes, and skills in school-based counseling and intervention.

Class Participation: Your primary reason for participating in class discussions is to sharpen your understanding of course concepts and promote others' understanding as well. Any time the discussion is unclear to you, please ask for clarification. You may also use class time to revisit reading material that may have been difficult for you. Class time will also be used to develop your critical thinking and application skills. Be prepared to be engaged in the class activities, discussion, and practice opportunities.

Assignments: All assignments must be completed and receive a passing grade to pass the class.

Reading Reactions (100 points)

Weekly reading reaction prompts will be provided on Moodle. The prompts are designed to facilitate critical thinking and engagement with the course curriculum. After completing the assigned readings for the week, write a one-paged, single-spaced, reading reaction paper in response to the provided prompt. Reading reaction papers should be thorough, free of grammar and spelling errors, and address the writing prompt. Each reading reaction paper is due on Moodle prior to the start of class the week it is due.

Theory of Development Presentation (25 points)

In pairs, prepare and deliver a 20-minute presentation on one of the assigned theories of development. The presentation should include: (1) An overview of the central tenets of the selected developmental theory and key theorists associated with the developmental theory; (2) a discussion of seminal studies, critiques, and contemporary perspectives on the theory; (3) an overview of how the theory can inform and guide the practice of school psychology including implications for understanding cognitive, social, emotional, and behavioral aspects of development. Include a 1-page handout that overviews the content and can be a helpful resource and reference guide for your cohort members. Submit materials to Moodle prior to the start of class on the day of the presentation. See Moodle for the presentation rubric. All group members are expected to contribute equally and will receive the same grade on the project.

Child Development Presentation (50 points)

In small groups, prepare and deliver a comprehensive, 60-minute presentation on one of the assigned developmental age ranges: infancy and toddlerhood (birth to 3 years), early childhood (3 years to 6 years), middle childhood (6 years to 12 years), and adolescents (12 years to 18 years). The presentation should address typical and atypical development across the developmental categories of physical development, cognitive development, social-emotional development, and behavioral development. The presentation should integrate developmental theories, key milestones for the age range, risk and resiliency factors, as well as cultural and contextual considerations that influence development and how each might present in the given age range. Focus should be drawn to the knowledge of child development and the role of the school psychologist, including how development can impact pre-

academic and academic learning, and implications for practice in schools including interventions and supports. Case examples or vignettes can be integrated to demonstrate developmental trajectories and/or intervention considerations. See Moodle for the presentation rubric. All group members are expected to contribute equally and will receive the same grade on the project.

Inservice Presentation (25 points)

Part of the role of the school psychologist is to facilitate family and school partnerships to enhance academic and social-behavioral outcomes for children (NASP Domain 7). One way to accomplish this is to provide parents and caregivers with information and resources to support the development of their child(ren). For this assignment, each student will prepare a 15- to 20-minute presentation that could be presented to a Parent Teacher Organization (PTO) on a topic of interest related to child development. The content in the presentation should be evidence-based, informative, and should be targeted toward parents and caregivers. Presentation content should include what the topic is, why the topic is important, and resources for parents and caregivers. In addition to the presentation include a 1-page handout that overviews the content and can be a helpful resource for parents and caregivers. Submit materials to Moodle prior to the start of class on the day of the presentation. See Moodle for the presentation rubric.

Grading: The criteria below will be used to assign final grades for the course. It is based on the percentage of points earned divided by the maximum points possible for the course (e.g., Final Grade = Total Points Earned/ **200** Total Points Possible). The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. Retaking a course may have unforeseen consequences regarding timely completion of the program. Each of the assignments or grading areas has been given a maximum point value and some general evaluation criteria. Your grade for the course will be based on the total number of points you earn, in connection with the following breakdown of 100% of possible points. Grades will be assigned based on the following scale (%):

A+ = 99 - 100	B+ = 87-90	C+ = 76-78	< 70 = F
A = 94 - 98	B = 83-86	C = 73-75	
A- = 91- 93	B- = 79-82	C- = 70-72	

Regarding timeliness of assignments, it is expected that all work will be completed and turned in on the assigned due dates by the minute that class begins. If submitted online one minute after class begins, the assignment is considered late. Points will be deducted for late work (-10% per calendar day late), unless negotiated with the instructor *in advance* of the due date. As instructor of this course, I reserve the right to establish absolute dates beyond which late work will not be accepted. I will be reasonable in these matters in the event of illness or related significant personal matters that may require submitting work late. Incompletes will be given only under special circumstances, in accordance with Lewis & Clark policy. If you have a request, please reach out to me. Let me know what you need (i.e., clarification, a resource, an extension, etc.) so that I may assist you.

Quality of Work. It is expected that you will put forth your best effort for each assignment. This is a graduate-level, professional course. Expectations are in alignment with this.

AI Software: In addition to the college academic integrity policy, the use of AI software is not permitted for any assignment or activity in this course at any time without the prior approval of the instructor. Violation of this policy will be considered a violation of the Graduate School's Academic Performance standards.

Course and College Policies

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy and the college's student rights and responsibilities. Plagiarism, that is, using research without citations, or using a created product without crediting the source, will result in a deduction of at least 50% of the assignment grade for each instance, failure of the course, and/or being reported to the college for additional discipline. It is very important for students to learn how to describe readings and research findings in their own words. For this course, plagiarism will be defined as **four or more consecutive words taken directly from a reading without the use of quotation marks**. Each instance of plagiarism will result in a deduction of 50% of the total points. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual/creative statements made by authors to emphasize a point. Excessive use of quotes will result in point loss.

Disability Services Statement: If you have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email access@lclark.edu with any additional questions or concerns.

Submission of Assignments: Timely completion of assignments and tasks is also a professional expectation. In practice, school psychologists who submit late reports, progress notes, and other records potentially jeopardize student care by delaying the communication of medically and educationally relevant information that is necessary for planning and access to services. In addition, adherence to details is critically important related to the federal protections and rights for students, especially those with disabilities. Thus, I expect that you will turn assignments in on time. **Therefore, I will not accept any late assignments for full credit.** To receive a grade of "pass" in this course, all assignments must be completed, regardless of whether points are earned. All assignments are due by **the start of class time in Pacific Standard Time** on the dates that are identified in the syllabus. Written assignments are to be **uploaded to Moodle**.

Late Assignments: All late assignments will be deducted 10% of the possible points for each day it is late. All students are expected to submit classroom assignments by posted due dates and to complete the course according to the published class schedule. Should a student need additional time to complete an assignment he or she must contact the course professor before the due date so the situation can be reviewed and a resolution determined. In some special circumstances, extensions to due dates may be given. Not all delayed assignment requests will be approved; leisure trips to areas without Internet access, wanting more personal time with family, forgetting assignments and leaving needed course materials at home or at the office cannot be considered valid reasons for missing course work. Unavoidable and non-negotiable military or civilian work assignments and health emergencies are generally considered valid reasons. Requests must be submitted for each potential extension need. Blanket permission for late work cannot be given. If a student is unable to complete the course work due to a university approved reason, a grade of incomplete in the course may be given. Please see university policies for details. If course accommodations are needed, please see Student Support Services Statement above.

Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if they are absent.

Communication: E-mail is the preferred method of communication. Please check your lclark.edu email address regularly. I will typically respond to student inquiries within 24 hours on weekdays and will convey any changes in class, via email or via Moodle.

Writing Center: The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more

details: https://college.lclark.edu/academics/support/writing_center/.

Technology: Please see the graduate school's recommendations for technology for online and hybrid classes <https://graduate.lclark.edu/academics/covid-19/educational-technology/>. Because our class format may change based on county or state guidelines, as well as individual students who may need to quarantine, I would recommend all students have the technology recommended for online learning.

This will be a paperless class. All assignments are to be submitted electronically via Moodle. For ease of tracking and organization, I will not accept work emailed or handed to me in person.

Work Load: Strong organization and planning on the part of students is necessary to properly manage the heavy workload typical of a graduate program. Plan to spend a minimum of 2-3 hours outside of class for every 1 hour in class. In other words, for a 3-credit class, students are expected to spend 6-9 hours per week on course-related work in addition to the scheduled class time.

College Policies: This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

Classroom Etiquette

Confidentiality: Any personal disclosures are considered confidential and should not be shared with others outside of the classroom.

Phones and Laptops: Students are expected to use technology appropriately. Please refrain from checking email, texting, working on other assignments, etc., during class time. It is usually quite obvious when someone is using their laptop for something other than notes and can be very disheartening for instructors (who have feelings too).

Food & Drink Policy: Eating and drinking is permitted as long as it is not distracting to the learning of those around you. Use your judgment.

Expectations for Respectful Discourse and Discussion Norms: Both Lewis & Clark and our School Psychology program strive to create a learning environment that is respectful of the rights and dignity of all members of our learning community. We value and respect the perspectives and diversity of our students in regard to ethnicity, nationality, gender, sexual orientation, socioeconomic status, religion, age, and ability status, just as we respect and value these differences in our students, families, and schools that we (or will) serve. Thus, it is critical that classroom discussions include *respectful* dialogue about any issue that impacts the lives of our students, and the individuals, families, and communities that our students serve. We will be exploring many topics that are complex and emotional, about which we will have strong opinions. I expect there will be differing opinions among students. Disagreement and debate are healthy ways to develop critical thinking skills and take multiple perspectives. In order to do so in a constructive manner, we will develop norms as a class. I expect that you will give each other feedback, constructive criticism, and support in a manner that is professional, respectful, and collegial. I also expect you to conduct yourself professionally. If your behavior disrupts the learning of others or is deemed inappropriate, I reserve the right to excuse you from the class meeting, remove you from the course, or report your behavior to the appropriate college authorities.

Tentative* Course Schedule

*Schedule will likely change based on the learning needs of the students in the course. Changes will be discussed and announced in class or via email and/or Moodle. Readings and workload may not be evenly dispersed throughout the course, please plan ahead and accordingly.

Date	Topics	Readings **Denotes Best Practices Chapter	Assignments Due
Week 1 1/8	Course overview and expectations	Davies & Troy Introduction	Review syllabus and timelines Sign up for presentations (x3)
Week 2 1/15	No Class—MLK Day		
Week 3 1/22	Theories of development	Davies & Troy Ch 1 Saracho (2023) Teater (2021) Harris (2018) Ch 1-3	Theory of Development Presentation Slides + 1-page handout Due to Moodle
Week 4 1/29	Case conceptualization and the context for a school psychologist	Davies & Troy Ch 2 Sameroff (2009) Snyder & Duchscher (2022) Harris (2018) Ch 4-6	Reading Reaction Due See Moodle for Prompt
Week 5 2/5	Risk and resiliency	Davies & Troy Ch 3 Noltmeyer & Brann (2023)** Harris (2018) Ch 7-10	Reading Reaction Due See Moodle for Prompt
Week 6 2/12	Adverse Childhood Experiences (ACES)	Davies & Troy Ch 4 Hawes & Allen (2023) Harris (2018) Ch 11-13	Reading Reaction Due See Moodle for Prompt
Week 7 2/19	Co-vitality and dual factor model framework	Jiang et al. (2023) Chan et al (2022) Lazarus et al (2022) Furlong et al (2020)	Reading Reaction Due See Moodle for Prompt

Week 8 2/26	Infancy and Toddlerhood Development	Greene (2014) Ch 1-3	Reading Reaction Due See Moodle for Prompt
Week 9 3/4	Early Childhood Development	Greene (2014) Ch 4-6	Reading Reaction Due See Moodle for Prompt
Week 10 3/11	Middle Childhood Development	Greene (2014) Ch 7-9	Reading Reaction Due See Moodle for Prompt
Week 11 3/18	Adolescent Development	Jensen & Nutt (2015) Ch Intro - 4	Reading Reaction Due See Moodle for Prompt
Week 12 3/25	No Class—Spring Break		
Week 13 4/1	Language Development	Jensen & Nutt (2015) Ch 5-10 Greenberg Motamedi & Vazquez Cano (2022)	Reading Reaction Due See Moodle for Prompt
Week 14 4/8	Identity Development	Jensen & Nutt (2015) Ch 11-14	Reading Reaction Due See Moodle for Prompt
Week 15 4/15	Family School Partnerships	Jensen & Nutt (2015) Ch 15-17 Clarke & Sheridan (2023)**	Inservice Presentation Slides + 1-page handout Due to Moodle
Week 16 4/22	Family School Partnerships		Inservice Presentation Slides + 1-page handout Due to Moodle
Congratulations on Completing Spring Term!			