Instructor Information
- Name: Dr. Terese Lipinski Kashi
- Cell and Text: 907-398-0502
- Email: terese@acsalaska.net

Course Meeting Information
- Location: BP Energy Center
- Day(s) and Time(s): October 25th and 26th 2018, 8:30am-4:30pm
- Final Project/Paper Due: November 25, 2018

Course Description
This course will address topics related to identifying and applying best practices in the field of school psychology, especially regarding assessment and intervention in the school setting. Specific topics will include Cross Battery Assessments, Anger Management Interventions, Telehealth Ethics, and Autism. The course utilizes a number of expert speakers.

Course Prerequisite/Co-requisites
No course prerequisites.

Intended Audience
Psychologists, counselors, social workers, speech/language therapists, regular education and special education teachers.

Enrollment Restrictions
Registration limited to 2018 ASPA Conference attendees.

Course Design
a. Requires 15 contact hours and an average of approximately 30 hours of engaged learning outside of class.
b. Does not apply to any UAA certificate or degree program.
c. No UAA lab and/or materials fees beyond standard charges.
d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include common readings and group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

Instructional Goals and Defined Outcomes

RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)

1.0 Instructional Goal:
Review new and recent findings about research-based principles for assessment and intervention, and facilitate learning based on NASP Standards and best practices in the field.

Defined Outcome:
1.1 Identify best practices in assessment and intervention in their diverse working environments
1.2 Participants will document their experiences with online tools in collaborative work group using an online communication & data collection.

THEORY INTO PRACTICE (APPLICATION)

2.0 Instructional Goal:
Create and facilitate collaboration with school psychologists.

Defined Outcome:
Participants will begin to implement a plan for implementation of best practices in their school setting. Throughout the duration of the course they will build, refine, and implement their plan with input from colleagues. This process will be highly individualized to each setting depending on student need.

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

3.0 Instructional Goal:
Instructors will facilitate teams to review and revise practices in assessment and intervention in school settings through group facilitated discussion.

Defined Outcome:
Participants will use a combination of online journaling, data collection, and peer-coaching to reflect on the best practices for implementing best practices in their setting.

RELATIONSHIP TO STANDARDS

4.0 Instructional Goal:
Familiarize participants with the district, state, and national standards addressed by the strategies and concepts presented, using the NASP standards for School Psychologists as a guide to facilitating the course.

Defined Outcome:
Participants will use & become familiar with the NASP Standards for Special Educators.

Course Assignments, Assessment of Learning, and Grading System:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Collegial Support</td>
<td>Participants will be expected to actively and collegially participate in discussions, activities, and other process experiences during the conference.</td>
<td>50 (25%)</td>
<td>N/A</td>
</tr>
<tr>
<td>Reflection using online tools</td>
<td>Participants will complete a brief thoughtful, reflection of their current practices in light of the theories and strategies presented.</td>
<td>50 (25%)</td>
<td>November 25, 2018</td>
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</tbody>
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Application and Assessment

Participants will devise a plan for applying best practices in assessment and intervention in their districts with colleagues.

100 (50%) November 25, 2018

Quality of Work

Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

“A” work goes beyond the assignment in originality, scholarship or critical thinking; excellent in all aspects.

“B” work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.

“C” work is average; completed as requested, on time, and in appropriate format.

“D” work is below average; incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding.

“F” indicates that the student has not met the guidelines for “A-D” work.

Writing Style Requirements:

Participants’ writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

Attendance and Make-Up Policy:

Participants are expected to actively and collegially participate in all classes as a contributing member of a learning community. Attendance at every session is, therefore, very important and required. Make-up for missed classes must be approved by the instructor on an exception basis only.

Course Calendar/Schedule

Thursday, October 25, 2018 Sessions

<table>
<thead>
<tr>
<th>Thursday Morning Sessions 8:30-12:00</th>
<th>Dr. Vincent Alfonzo: Cross Battery Usage</th>
<th>Dr. Teresa Bunsen: Autism Comorbidity with ADHD</th>
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</thead>
<tbody>
<tr>
<td>Lunch 12-1</td>
<td>Lunch on your own</td>
<td>Lunch on your own</td>
</tr>
<tr>
<td>Thursday Afternoon Sessions 1:00-4:30</td>
<td>Dr. Dan Florell: Tech Ethics</td>
<td>Dr. Jerry Wilde: Anger Management a cognitive-behavioral perspective</td>
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</tbody>
</table>

Friday, October 26, 2018 Sessions

<table>
<thead>
<tr>
<th>Friday Morning Sessions 8:30-12:00</th>
<th>Dr. Vincent Alfonzo: Cross Battery Usage</th>
<th>Dr. Teresa Bunsen: Autism Comorbidity with ADHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch 12-1</td>
<td>Lunch provided &amp; Poster Research Session</td>
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</table>

**Related Professional Organizations**

**Course Texts, Reading, Handouts, and Library Reserve**

**Content References**


[pediatrics.aappublications.org/content/128/5/1007.full](https://pediatrics.aappublications.org/content/128/5/1007.full)

Attention deficit hyperactivity disorder. (2016).

[cdc.gov/ncbddd/adhd/data.html](https://cdc.gov/ncbddd/adhd/data.html)

[cdc.gov/ncbddd/adhd/treatment.html](https://cdc.gov/ncbddd/adhd/treatment.html)

Autism’s associated medical conditions. (n.d.).
[autismspeaks.org/what-autism/treatment/treatment-associated-medical-conditions](https://autismspeaks.org/what-autism/treatment/treatment-associated-medical-conditions)

[ninds.nih.gov/Disorders/Patient-Caregiver-Education/Fact-Sheets/Autism-Spectrum-Disorder-Fact-Sheet](https://ninds.nih.gov/Disorders/Patient-Caregiver-Education/Fact-Sheets/Autism-Spectrum-Disorder-Fact-Sheet)

[cdc.gov/NCBDDD/autism/data.html](https://cdc.gov/NCBDDD/autism/data.html)

[cdc.gov/mmwr/preview/mmwrhtml/ss6302a1.htm?s_cid=ss6302a1_w](https://www.cdc.gov/mmwr/preview/mmwrhtml/ss6302a1.htm?s_cid=ss6302a1_w)

General prevalence. (n.d.).

Kotte A, et al. (2013). *Autistic traits in children with and without ADHD.*
[pediatrics.aappublications.org/content/132/3/e612.full.pdf+html](https://pediatrics.aappublications.org/content/132/3/e612.full.pdf+html)
Leitner Y. (2014). The co-occurrence of autism and attention deficit hyperactivity disorder in children – what do we know?
ncbi.nlm.nih.gov/pmc/articles/PMC4010758/

Standards References


Teaching Standards

Alignment with School of Education Vision, Mission, and Conceptual Framework:
We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA School of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

Link to Standards for Alaska Teachers:
This professional development effort is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska’s Teachers, “define the skills and abilities our teachers and administrators need to possess to effectively prepare today’s students for successful lives and productive careers.” (Mike Hanley, http://www.eed.state.ak.us/standards/pdf/teacher.pdf)

Danielson’s Framework for Teaching:
This course aligns with the Danielson’s Framework for Teaching which is a “research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. It divides a complex activity of teaching into four domains and 22 components that allows teachers to improve teaching practice and evaluation.” (https://www.danielsongroup.org/framework).

Course Policies:

Incomplete Grades
An “I” (Incomplete) is a temporary grade. It is used to indicate that a student has made satisfactory progress in the majority of the work in a course, but for unavoidable absences or other conditions beyond the control of the student, has not been able to complete the course. The Incomplete Grade Contract, a signed contract form between the student and the course instructor that stipulates the assignment(s) required to finish the course, is required and must be completed and filed with PACE before an “I” grade is assigned. Course work must be completed by a date specified in the contract, not to exceed one year. Upon completion of the required course work, the course instructor must submit a change of grade form accompanied by a copy of the incomplete grade contract to the PACE Office. If course work is not completed within one year or if the terms specified on the Incomplete Grade Contract are not met, the student may be assigned a failing grade (F or NP, depending on the grading basis of the course). If course work is not completed within one year and the instructor does not submit a change of grade at that time, the “I” will become a permanent grade and it will be necessary for the student to re-register to obtain credit for the course.

ADA Policy
The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in RH 105 or on-line at www.uaa.alaska.edu/dss.

Academic Dishonesty Policy
Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating, plagiarism and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the “student Code of Conduct.” In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

Professional and Ethical Behavior
University of Alaska Anchorage School of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

Non-Discrimination Policy
The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University’s commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA’s statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

Technology Integration
University of Alaska Anchorage School of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning
environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.