Admission to the Program & Grant Opportunity

Individuals interested in applying for this advanced training opportunity must complete the following requirements:

- **Graduate School Application**, including three letters of recommendations, official transcripts of all undergraduate and graduate coursework scores from GREs, and a statement of interest in school psychology

Alfred University Office of Graduate Admissions One Saxon Drive Alfred, NY 14802 gradinquiry@alfred.edu 607-871-2141 or 800-541-9229 www.alfred.edu/gradschool

- **Letter of Interest** specific to the RtI training grant that outlines rationale for application, dedication to improving services for students, and desire to work in rural public schools

Please send Letter of Interest ONLY to: Dr. Lynn O’Connell Graduate Division of School Psychology 1 Saxon Drive Alfred, NY 14802 oconnelm@alfred.edu

- **On-campus interview**

Admission to the School Psychology Graduate Program of Study is a prerequisite to the acceptance into the Grant training opportunity. Once accepted into the AU School Psychology program, individuals will be selected as grant recipients by the Grant Faculty.

Grant Faculty

**Dr. Lynn O’Connell, Project Director**

- Main interest = improving educational practices for all children with particular interest in increasing positive outcomes for children with disabilities in inclusive settings
- Elementary Teacher; NYS School Psychologist & Licensed Psychologist
- Leadership Fellow - Grant recipient of the U.S. Dept of Education Preparation of Leadership Personnel
- Certified DIBELS Trainer & Certified Lay Advocate
- Co-wrote Reading for Results & Reading First U.S. OSEP funded programs for rural public school
- Extensive Experience as an Educational Trainer
  - DIBELS: Administration, Scoring & Interpretation
  - Data-based Decision Making
  - RtI Implementation
  - Scientifically-based reading curriculum & intervention programs

**Dr. Mark Fugate, Co-Director**

- Main interest = collaborative problem-solving with goal of developing appropriate classroom interventions for all students
- Certified PA School Psychologist; NYS Licensed Psychologist
- Certified AimsWeb Trainer
- Director of the U.S. Dept of Education Preparation of Leadership Personnel Grant; Collaborative Process in Inclusive Early Childhood Programs in Rural Schools
- Extensive Experience as an Educational Trainer
  - Implementation of RtI Services
  - Team Member for the PA Data-based Decision Making Training Model for the RtI Pilot Program

**Dr. Ellen Faherty, Project Administrator**

- Main interest = interagency collaboration, program administration, & supervision of program students & staff
- Certified Special Education Teacher; Certified NYS School Psychologist & Licensed Psychologist
- Director of the Lea R. Powell Institute for Children & Families
- Grant administration for U.S. Dept of Special Education & Dept of Justice

**Dr. Jana Atlas, Recruitment Coordinator**

- Main interest = counseling of children and families, including direct interventions with culturally diverse populations
- NYS Licensed Psychologist
- AU Division of School Psychology Recruitment Coordinator

**Dr. Cris Lauback**

- Main interest: consultation & intervention, child development
- NYS Certified School Psychologist with 25 years of school-based experience
What is RtI?
According to the National Research Center on Learning Disabilities (NRCLD), RtI is an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.

What are the key components of an RtI model of service delivery?
- School-wide screening
- Progress monitoring
- Tiered service delivery
- Data-based decision making
- Fidelity of implementation
- Parent involvement

What are the key training competencies?
- Eco-behavioral assessment & progress monitoring
- Effective intervention & instructional modification
- Consultation & collaborative problem-solving

Grant Training Opportunity
Purpose: To support the training of 3 cohorts of 4 specialist-level school psychologists to be facilitators of RtI processes in rural schools
2007-2008 Cohort 1
2008-2009 Cohort 2
2009-2010 Cohort 3

Training:
- Advanced Reading & Math Assessment & Intervention Course
- Advanced School-based Practicum using RtI Methods
- Full Tuition Support for Year 1 & 2; & Educational Stipend during Internship
- 1200 Hour Internship in 1 of 4 Partner Districts with Paid Stipend

Commitment:
- Work as school psychologist facilitating RtI processes in schools for at least 4 years

TIERS 1: Benchmark
All students participate in an evidenced-based core curriculum and receive universal screening at least three times per year.

TIERS 2 & 3: Targeted Intervention
Includes students in need of strategic or intensive intervention (approx. 15%). These students receive supplementary standard protocol or individually targeted intervention in addition to the core curriculum. Progress monitoring occurs monthly to weekly based on the varying intensity of the intervention.

TIER 4: Ongoing Support
Includes students who require a more restrictive educational setting (<5%). Students reach Tier 4 after interventions in Tiers 2 & 3 are unsuccessful

Basic Assumptions:
- Movement across the tiers is fluid
- Intervention integrity in monitored

NOTE: Blue font represents grant specific courses

Course Sequence

First Year
First Semester
PSYC 601 Foundations of Cultural Diversity 1
PSYC 603 Foundations of School Psychology 3
PSYC 626 Psychological and Educational Measurement 2
PSYC 627 Norm-Referenced Testing I 2
PSYC 628 Academic Functioning 2
PSYC 636 Foundations of Interpersonal Effectiveness 3
PSYC 637 Introduction to Group Dynamics 1
PSYC 656 Field Experience in School Psychology I 1

Second Semester
PSYC 629 Social-Emotional Assessment 3
PSYC 632 Norm-Referenced Testing II 2
PSYC 651 Academic Interventions 3
PSYC 658 Psychotherapy & Behavior Change 3
PSYC 659 Exceptionality in Learning & Behavior 3
PSYC 657 Field Experience in School Psychology II 2

Summer School
PSYC 685: Advanced Seminar: Foundations of Reading & Math Assessment & Intervention 3

Second Year
Third Semester
PSYC 607 Learning and Cognition 3
PSYC 641 Introduction to Family Therapy 3
PSYC 646 Consultation & Prevention 3
PSYC 658 Clinic Practicum I 3
PSYC 661 Advanced Practicum I 3
PSYC 671 Statistical Analysis & Research Design I 3

Fourth Semester
PSYC 666 Advanced Developmental Psychology 3
PSYC 669 Physical Bases of Behavior 3
PSYC 642 Clinical Seminar: Advanced Topics in School Psychology 3
PSYC 659 Clinic Practicum II 3
PSYC 662 Advance Practicum II 3
PSYC 695 Professional Practice Seminar 3

Third Year
Fifth & Sixth Semester
PSYC 667 Internship in School Psychology I 9
PSYC 668 Internship in School Psychology II 9
(Internship in one of four partnering public school districts)
Total Core Credits 79
Total Credits w/Grant Courses 88

NOTE: Blue font represents grant specific courses