Practicum in School Psychology

EPSY 910
Fall 2015
Syllabus

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Office Hours: Mondays 1:00-4:00; Tuesdays 1:00-4:00 or by appt.
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Meeting Times: Tuesdays 5:30-7:00 (Seminar), Wednesdays 1:00-2:00 (Group Supervision)
Location: 130D Joseph R. Pearson Hall
Course Webpage: http://courseware.ku.edu/

Primary Sources:


Other required readings for the semester will be posted on Blackboard and are listed at the end of the syllabus.

Purpose of the Course

The school psychology program requires supervised practica experiences that are completed for academic credit. Practica are distinct from, precede, and prepare candidates for the school psychology internship. These practica include specific, required activities and systematic development and evaluation of skills that are consistent with goals of the program. The practica emphasize human diversity and are completed in settings relevant to program objectives for development of candidate skills. Practica require direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.

EPSY 910 is the initial course in a two-course practicum sequence. The course will provide students with supervised field-based experiences in school psychology. Group supervision and seminar will take place during scheduled class times. Relevant theory and case conceptualization will be applied to school-based cases presented during group supervision. Each student will gain
experience with a wide variety of exceptional children, including children from the early childhood to secondary school levels. The practicum is an integrative experience as the student will blend theory and practical skills in working with diverse students, parents, and school professionals.

The class portion of the practicum sequence is designed to continue the development of professional skills and identity. There are four major topics that will be the focus of this semester. First, we will study the *Kansas Special Education Process Handbook* over the course of the semester in order to gain a comprehensive understanding of regulations and processes related to special education in Kansas. We will cover one topic from this source each week during the semester. Second, we will spend several weeks talking about supervision and the supervision process in school psychology. This is designed to prepare students to understand the supervision process and become competent supervisors in the field. Third, we will review techniques of informal academic assessment to help broaden your knowledge and skills in administering and interpreting a variety of academic assessments. Fourth, we will spend time learning how to integrate data from multiple sources to develop comprehensive intervention plans for students.

In addition to these topics, several weeks will be devoted to a review of topics chosen by and presented by students in the course. More information about this is provided below.

**School of Education & SPSY Program Standards**

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code... “Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.” The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

This course aligns with the mission of the School of Education because you will learn about the roles of a school psychologist using a field-based experience. You will work with supervisors who will help you learn about the process of special education in the schools. This will help you become a leader because it will provide you with hands-on experience with the process of special education eligibility, assessment, intervention, consultation, and procedural issues that occur in the schools. You will learn about the state regulations regarding special education in class, and we will also cover topics related to diagnosis, multicultural issues, and informal assessment that will help you become a competent and flexible practitioner.

Content of this course is related to the following NCATE standards:

**NCATE #2:** The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.
NCATE #3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

NCATE #5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

NCATE #8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

NCATE #10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

The SPSY program related standards that are related to this course are shown below.

KSDE Standard #1 [Psychoeducational Assessment] The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

NASP Standard II [Data Based Decision Making and Accountability] – The school psychologist has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and applies results to design, implement, and evaluate response to services and programs.

KSDE Standard #2 [Consultation] The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

NASP Standard III [Consultation and Collaboration] – The school psychologist has knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

KSDE Standard #3 [Collaboration for Academic Intervention] The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with
different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.

**NASP Standard IV (Element 4.1) [Interventions and Instructional Support to Develop Academic Skills]** – The school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, developmental processes; and evidence-based curricula and instructional strategies. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data collection methods and implements and evaluates services that support cognitive and academic skills.

**KSDE Standard #4 [Collaboration for Behavioral Social Emotional Intervention]** The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.

**NASP Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills]** – The school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and implements and evaluates services that support socialization, learning, and mental health.

**KSDE Standard #6 [Knowledge of Education/Safe Schools]** The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**NASP Standard V (Element 5.1) [School-wide Practices to Promote Learning]** – The school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**KSDE Standard #8 [Families/Community]** The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**NASP Standard VI [Family-School Collaboration Services]** – The school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. The school psychologist, in collaboration with others, demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitates family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.
**Classroom Activities and Evaluation**

**Class Sessions:** This course includes a seminar (Tuesdays from 5:30 to 7:00) and a group supervision portion (Wednesdays, 1:00-2:00, shared with EPSY 855). Class during the seminar portion will follow a similar format each week.

**Part 1** KSEPH Presentation (Tuesdays, 5:30-5:45)
**Part 2** Discussion on Readings/Class Activities (Tuesdays, 5:45-7:00)
**Part 3** Group supervision (Wednesdays, 1:00-2:00)

**Course Requirements**

There are a number of things required for this course, each of which will be reviewed below.

**Field Placement:** A minimum of 16 hours per week is required at the practicum site. This does not include hours that you may spend outside of the site working on practicum related activities (e.g., looking up recommendations for students). The primary goal of practicum is to provide you with experiences in the schools; therefore, it is important that you spend 16 hours per week in the schools. The practicum placement will follow the University calendar. Each student will keep an ongoing field log of all practicum activities. These logs will be turned in electronically every week. Each semester **two hundred and twenty-five clock hours** of documented on-site experience are required to successfully pass practicum.

**Forms and Logs:** There are several important documents that I need to collect from you over the course of the semester. For the fall semester, I will need to following:

**Beginning of the Semester**
- Signed Page 1 of Competency & Contract Form
- KU Practicum Agreement signed by supervisors and district administrators
- Copy of Liability Insurance Form (You must do this, or provide documentation that the district will cover you, but you should have it for clinic too!)
- Any medical forms required by the district (e.g., TB test)

**Every week**
- Logs – A copy of the totals page should be turned in each week, and a signed copy of that page should be turned in biweekly. Your logs should be turned in to me electronically (email them to me please – chrisn@ku.edu) every week.

**End of Semester**
- Copy of C&C form that includes all activities completed through December
- The “Totals” page from the log showing your hours completed for the fall that is signed by you and your supervisor.
- Supervisor Evaluation Form (Completed online by your supervisor)
**Professional Conduct:** Students will be expected to act in a professional manner at all times. Failure to act in a professional manner (e.g., breach of confidentiality, carelessness with test security, unethical behavior) will result in a lower course grade at minimum.

**Competency and Contract Form:** The *Competency and Contract Form* provides the goals for the practicum sequence. To pass the practicum sequence, 90% of the activities must be completed in a satisfactory manner during EPSY 910 and EPSY 911. As activities are completed, they should be initialed and dated by the field supervisor. The Competency and Contract Form is not specifically used for a grade, but students will not pass the course unless at least 90% of the goals are completed in a satisfactory manner, regardless of performance in other activities. Students should discuss the Competency and Contract Form with their field supervisors at the beginning of the semester. Students should have the opportunity to complete all assignments on this form at their practicum sites. If this is not possible, under extenuating circumstances the student and supervisor may substitute a similar assignment. If this is the case, and this should be rare, the university supervisor should be consulted about the substitution. It is important for students to obtain the broad skill set required by school psychologists. Personal objectives or goals may be added to the Competency and Contract form. The Competency and Contract Form showing competencies completed during fall semester should be turned in by Wednesday, December 16th, 2015.

**Logs:** As part of your practicum, you must complete logs to document your hours and activities at the practicum site. This will include a quantitative log that outlines the time spent in all of your activities (rounded to the nearest .25 hours) and a qualitative log that describes what you did during the day. An example log will be provided to you.

**Supervision Requirements:** Supervision requirements are as follows:
- **2 hours of site-based, face-to-face supervision** each week. At least one hour has to be with your field supervisor, and one hour can be in group supervision.
- **1 hour of university based group supervision** with the clinic and other practicum students.

Your field supervisor should handle all site-based questions (e.g., procedural issues). Your field supervisor is also responsible for the work you provide within the context of your setting. Evaluation of your work will be obtained from your field supervisor. Please include the following information in the Discussion section on the Blackboard website:
1. Your name, mailing address, phone number, and email address.
2. Your placement information (i.e. school(s), practicum address, phone number, fax, your scheduled days and times at your site.).
3. Your site-supervisor’s name, mailing address, phone and email address.

**Grading**

According to the School Psychology Program Handbook and policy, a grade of a B or better is required to successfully pass this course. Final Course Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0 or greater</td>
</tr>
<tr>
<td>A-</td>
<td>90.00-92.99</td>
</tr>
<tr>
<td>B+</td>
<td>87.00-89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.00-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80.00-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>77.00-79.99</td>
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<tr>
<td>C</td>
<td>&lt; 77.50</td>
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Evaluation and feedback from field supervisors (40% of grade)

Purpose: The evaluation from your field supervisor provides us with an independent evaluation of your skills in the field.

Requirements: Your performance at your practicum site will be evaluated by your field supervisor. This is a major portion of your grade in this course. The ratings are based on the program standards and will be completed through an online survey. The survey items are based on NASP Practice Model Standards.

Written Psychological Reports (2 reports, 30% of grade)

Purpose: The purpose of the psychological reports are to provide students with opportunities to analyze and consolidate data from a variety of sources to build a comprehensive picture of a student’s skills, and make appropriate diagnoses and recommendations based on the data that is collected. This is one of the primary methods available for students to demonstrate their clinical decision making skills.

Requirements: Each student will turn in two psychological reports to the university supervisor for evaluation and critique. A rubric will be provided to delineate the expectations for the content and quality of psychological reports. This report is based on a rubric that is supplied on Blackboard. A draft of the first report should be turned in for critique on or before the class meeting on October 27 (Report #1 draft). After receiving feedback on the draft report, the revision of the first report should be turned in on November 10 (Report #1 revised). Only the final report will be graded. A second report is due on December 15 (Report #2). You will only turn in one draft of Report #2. You will receive grades for each report. Each report should reflect your best work, although improvements in the second report will be considered when computing the final grade for reports.

The reports will be completed on different students at your practicum site. Initial and reevaluations are acceptable. Only one report for the year may be done for a gifted evaluation. Although consideration will be given to the report requirements from your practicum site, for University purposes each report will contain an educational diagnosis and a DSM-5 diagnosis. You must demonstrate that you are capable of producing a high quality and comprehensive psychoeducational report regardless of the format used by your practicum placement. You should use the KU Report Writing Rubric to guide what information needs to be included in the report. Reports must have identifying student information removed. Reports should be uploaded to Blackboard, not submitted through email.

Class Participation and Discussion Questions (5% of grade)

Purpose: Discussion Questions and Class Participation provides students with an opportunity to show their critical thinking skills and demonstrate their knowledge about course content.

Requirements: Each student should come to class with one (1) discussion question and two (2) responses to other student discussion questions related to the readings for the week. The discussion question on the readings is due by 12:00 noon on the Monday before class. The responses to two other questions is due before class by 5:30pm on Tuesday. The question should not be related to the KSEPH reading, but to the other chapters or articles assigned for the week. These questions will be turned in the Discussion Board section of Blackboard. The questions you include here will be incorporated into the class discussion for the week. Responses to the questions will be used to help stimulate discussion about questions before class.
Presentations (25% of grade)

Purpose: Presenting in a clear, coherent, and concise manner is an important skill for all school psychologists. These presentations provide an excellent opportunity for you to work on these skills and impart some new knowledge to your colleagues.

KSEPH Presentations (5% of grade): To help us work through the KSEPH this semester, each week a student will present on one section of the KSEPH. The presentation should be 10-15 minutes long, and it should hit the major points of the section that is being reviewed. This will be followed by a brief discussion on the section. This material can be dry, so a goal will be to make an interesting and informative presentation that can help everyone understand and remember the major points of the reading for the week. At a minimum, the presentation should include the following:

1. Review of the major points of the section (e.g., steps taken in process, timelines, who’s involved, etc.)
2. How this section is important in the field and what you need to know to understand how the information from the section will be applied in the field.
3. Example of how this part/process would look on a real case

Case Presentation (5%): Attendance and participation at weekly university group supervision is required. Case presentations will take place on Wednesdays from 1:00pm to 2:00pm. Each student will be required to make a case presentation during the group supervision portion of class. These case presentations will include case conceptualization based on background information, referral question, assessment plan, and any data that have been gathered. Each case should be succinctly presented and include the relevant background data, assessment data you have collected, and an initial hypothesis or plan of action. Dates for case presentations will be determined early in the semester. If you are also in the clinic class, this presentation can also be over a clinic case, although cases that are school-based would be preferred to help provide a strong understanding of the evaluation processes in the schools. A case does not have to be completely done in order for you to present on it, it may be a partially completed case where you can obtain some feedback and recommendations for future evaluation.

Topic Presentation (15%): At this point, you should be finding areas that interest you in school psychology. It is not uncommon for school psychologists to present on topics to their colleagues, teachers, or others in the district, so developing strong presentation skills is important.

You will be completing a two-part presentation (one part in the fall, one part in the spring) on a topic of your choice. My goal is to have you choose something that interests you and gives you the opportunity to develop some background knowledge about this area. The topic can be on a specific issue related to school psychology practice (e.g., Bullying Programs), psychology in general (e.g., depression), or intervention (e.g., interventions for anxiety disorders). The presentation should be approximately 30 minutes long, and include at least four references. One of the references you include should be provided to the class to read as a background article or review of your topic one week before your presentation. The topic must be approved before you start to work on the presentation.

The presentation for the fall semester should review the basics of the topic you are interested in presenting to the class. The presentation in the spring will be an extension of your topic from the fall, where you will look more in depth at a specific area or concern about the
topic. For example, if you are interested in presenting about interventions for anxiety, your presentation in the fall might review what anxiety is, how it impacts education, and what interventions are available for anxiety. Your presentation in the spring could be a review or critique of several intervention programs that are available for anxiety. Alternatively, your presentation in the fall could review the best practices in the development of behavior intervention plans, and your presentation in the spring could review research that shows how training improves the development of these plans. This way, you can use an area that is of interest to you to help develop some content knowledge about a specific topic.

We have had some very good presentations on a variety of topics, including international school psychology, cyberbullying, research on restraint, and dropping out. This is your time to review something that you are interested in and share it with the rest of the class.

Other Issues of Importance

*Note to Students with Disabilities:* The staff of Services for Students with Disabilities (135 Strong Hall, 785-864-2620) coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodations or services in KU classes and have not contacted them, please do so as soon as possible. If you are a student with a disability, please see me privately if there are any accommodations that I can to make that will help you get the most out of this course.

*Late Work and Academic Integrity:* All work for this course should be turned in on time. I understand that everyone is busy this year, but planning ahead and organization should help you complete everything adequately, and on time. Presentations that are scheduled but not prepared cannot be made up. Preparing for and attending class is very important to successfully complete this course. Missing class for minor reasons is not recommended. If there is a family emergency or other reason that requires you to miss class, please contact me as soon as possible so we can work out how to make up the points from the time you missed.

*Words from KU on academic integrity:* “Academic integrity is a central value in higher education. It rests on two principles: first, that academic work is represented truthfully as to its source and its accuracy, and second, that academic results are obtained by fair and authorized means. "Academic misconduct" occurs when these values are not respected. Academic misconduct at KU is defined in the University Senate Rules and Regulations. www.governance.ku.edu/usrr.html#art2sect6. A good rule of thumb is ‘if you have to ask if this is cheating, it probably is.’”

The issue academic integrity and especially of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to this if it is present. For further information on academic integrity at KU please review this website http://www.vpss.ku.edu/academic.shtml.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 08/25/15</td>
<td>Introduction to Course and Intro to the NASP Practice Model</td>
<td>NASP Practice Model Introduction</td>
<td>None</td>
</tr>
<tr>
<td>Week 2: 09/01/15</td>
<td>Supervision I: Introduction</td>
<td>Harvey &amp; Struzziero (2008) Chapters 1, 2, 3 KSEPH Ch. 1 Parent Rights (pp. 1-18)</td>
<td>DQ</td>
</tr>
<tr>
<td>Week 3: 09/08/15</td>
<td>Supervision II: Data Based Decision Making and Ethics</td>
<td>Harvey &amp; Struzziero (2008) Chapters 4 &amp; 6 KSEPH Ch. 2 Child Find and GEI (pp. 21-30)</td>
<td>DQ</td>
</tr>
<tr>
<td>Week 4: 09/15/15</td>
<td>Supervision III: Planning and Providing Supervision</td>
<td>Harvey &amp; Struzziero (2008) Chapters 7 &amp; 9 KSEPH Ch. 3 Referral for Eval. (pp. 33-49)</td>
<td>DQ</td>
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<tr>
<td>Week 5: 09/22/15</td>
<td>Supervision IV: Supervision psychological services</td>
<td>Harvey &amp; Struzziero (2008) Chapters 10, 11, 12 KSEPH Ch. 3 Eligibility Process (pp. 49-56)</td>
<td>DQ</td>
</tr>
<tr>
<td>Week 6: 09/29/15</td>
<td>Student Presentations (2)</td>
<td>Student Determined KSEPH Ch. 4 IEP team (pp. 63-73)</td>
<td>None</td>
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<tr>
<td>Week 7: 10/06/15</td>
<td>Student Presentations (2)</td>
<td>Student Determined KSEPH Ch. 4 IEP Contents/Details (pp. 73-94)</td>
<td>None</td>
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<tr>
<td>Week 8: 10/13/15</td>
<td><strong>NO CLASS FALL BREAK</strong></td>
<td><strong>Something else</strong></td>
<td>Watch a lot of TV</td>
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<tr>
<td>Week 9: 10/20/15</td>
<td>Informal Reading Assessment</td>
<td>Jerry Johns Reading Inventory</td>
<td>DQ</td>
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<tr>
<td>Week 10: 10/27/15</td>
<td>Informal Math Assessment</td>
<td>Common Core Math Standards</td>
<td>DQ</td>
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<tr>
<td>Week 11: 11/03/15</td>
<td>Informal Writing Assessment</td>
<td>Informal Spelling and Writing</td>
<td>DQ</td>
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<tr>
<td>Week 12: 11/10/15</td>
<td>Tailoring Interventions for Unique Learners</td>
<td>Mascolo et al., (2014) Chapter 1 KSEPH Ch. 10 &amp; 11 Mediation/Formal Complaints (pp. 171-186)</td>
<td>DQ</td>
</tr>
<tr>
<td>Week 13: 11/17/15</td>
<td>Interventions for Reading and Writing</td>
<td>Mascolo et al., (2014) Chapters 4, 5, 7 KSEPH Ch. 12 Due Process (pp. 187-198)</td>
<td>DQ</td>
</tr>
<tr>
<td>Week 14: 11/24/15</td>
<td>Interventions for Math, Working Memory, Executive Functioning</td>
<td>Mascolo et al. (2014) Chapters 6, 10, 11 KSEPH Ch. 13 Suspension/Expulsion (pp. 201-217)</td>
<td>DQ</td>
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<tr>
<td>Week 15: 12/02/15</td>
<td>Student Presentations (2)</td>
<td>Student Determined KSEPH CH. 14 Private and Parochial (pp. 222-234)</td>
<td>None</td>
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<tr>
<td>Week 16: 12/08/15</td>
<td>Student Presentations (3)</td>
<td>Student Determined</td>
<td><strong>Report #2 Due 12/15/15 by 11:59PM</strong></td>
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</tbody>
</table>
A “How to” for writing discussion questions (adapted from Greg Madden):

Five Don’ts
1. Don’t write a question from a point that was only made on the first page of the paper or chapter, it will look like you did not read the entire chapter/article. If you actually do have a question about something written on the first page, make sure that it is substantive.
2. Don’t ask questions like, “What has been published since this paper was published?” or “Do you think that gender affected the results of the intervention?” You can find out what has else has been done on a topic by searching the literature. Questions about variables not included in a study are best answered with further research, not class discussion.
3. Don’t ask questions about factual information that can be easily answered from the chapter or article (e.g., “What research design was used?”) or questions that can be answered with a simple “yes” or “no” (e.g., “Does reinforcement increase behavior?”).
4. Don’t submit 1-sentence questions. There is probably not enough information.
5. Don’t write an entire paragraph restating the findings of a study or the entire theoretical background of a concept. The class also read the material and should know enough about it that you can be more specific information about what you are interested in discussing.

Five Do’s
6. Do use a spell- and grammar-check program before submitting questions. Spelling and grammar errors can be easily avoided by checking using these programs (though many grammar errors will not be picked up by Microsoft Word).
7. Do ask questions that will promote discussion amongst the group. Your question should make the reader think about and evaluate the concept, study, etc.
8. Do ask questions that are specific and concrete. Once you have stated you basic idea/question, tell us why you have this question. Is there some data in the article that led you to your idea/question? If so, tell us about it in concrete terms.
9. Do ask one question in each discussion question. It can be easy to ask several questions that are related, but may have different answers. Again, try to be specific.
10. Do ask questions about concepts or topics you do not fully understand. Even if you feel that others seem to understand the concept (are you sure they understand it and you don’t?), it is better to continue discussion until everyone. Also, reviewing a concept or talking about a complex topic in a different way can be beneficial for everyone.

Example Discussion Question

When explaining alternating treatments design (ATD) in Chapter 7, Hayes et al. (1999) mention that a baseline is not necessary, although it is desirable. Collecting a baseline provides a description of current functioning and a prediction of the future course of behavior, but the collection of baseline did not seem like a priority to the authors in their description of ATD. If treatments are being compared to one another, one reason to collect a baseline is to determine whether or not a treatment is detrimental. Without collecting baseline, a treatment could be implemented that actually makes the problem worse, and it could be continued without the therapist knowing that it has been detrimental. Do you think this reason is enough to always collect some sort of baseline data?