

CASE STUDIES IN SCHOOL PSYCHOLOGY

APPLYING STANDARDS FOR PROFESSIONAL PRACTICE

Stephanie A. Rahill and Lauren T. Kaiser



Case Studies in School Psychology

Case Studies in School Psychology is the first textbook to comprehensively introduce the NASP Practice Model through active discussion of real-life, school-based examples of issues facing school psychologists. Incorporating all 10 domains of practice, these true-to-life scenarios span individual child, class-wide, school-wide, and district/community-wide organizational levels across multiple age and developmental ranges. Graduate students will better understand their expansive roles and potential avenues to make positive impacts as school psychologists in children's academic, social, emotional, and behavioral development.

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Applying Standards for Professional Practice

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Some cases were inspired by our own children's school experiences and our experience "on the other side of the table." We acknowledge the hard work of the educators and school psychologists involved and know they are doing the best they can with what they are given. We recognize that in some cases that were used as "non-examples" there is need for support and more effective services for the staff, students, and families in the schools we serve. We acknowledge all parents out there struggling to be heard and understood as they are anxious about their own child's well-being or future. May we recognize this in all interactions and strive to join with teachers and families in problem-solving, rather than problem-admiration or -minimization. We applaud everyone's resilience despite a sometimes inadequate or flawed education system.

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Introduction: A Case Study Approach to Exploring School Psychology Domains of Practice

The *Model for Comprehensive and Integrated School Psychological Services*, recently updated by the National Association of School Psychologists, provides standards for training and credentialing of future school psychologists, principles for professional ethics, and domains of practice for school psychologists (NASP, 2020). This book utilizes a case study approach to be used in training and discussion of the updated NASP Practice Model domains and Principles of Professional Ethics (PPE). The book was inspired by an educational psychology case study textbook (Ormrod & McGuire, 2007) that the first author utilized in teaching an undergraduate educational psychology course to engage students and deepen conceptual understanding. An analogous book was not available in our field of school psychology, which left us wanting as graduate educators in school psychology. Similar books are available in specific subspecialties of school psychology like consultation (e.g., Miranda, 2016; Rosenfield, 2012) or behavioral interventions (Axelrod et al., 2020), but to our knowledge, none existed for all the diverse and multifaceted aspects of our comprehensive role.

This case study approach can be used throughout a school psychology program in multiple courses where skills are introduced or deepened. A case study approach can also be utilized as part of practicum and internship classes, as school psychology candidates reflect upon their own experiences in the schools while analyzing cases. Finally, practitioners can use this case study approach to contribute to their continuing professional development. Using this case study approach, this book, or any of the individual case studies, can

2 Introduction

be used as a training tool in school psychology graduate programs and/or in-service training.

Text Structure and Connection to the NASP Practice Model

Organization of Chapters

The *Professional Standards of the National Association of School Psychologists* (NASP, 2020) provides the roadmap for our profession via the 10 domains of practice and six organizational principles, referred to as the NASP Practice Model. The NASP Practice Model is depicted as a circle (see Figure 0.1) to reflect the interrelated and interactional nature of the domains. School psychologists do not engage in specific domains of practice in isolation; rather, the work is multidimensional and requires knowledge and skills in several interrelated areas. Similarly, the organizational factors of the school and community affect the practice of school psychology.

This book utilizes the NASP Practice Model (NASP, 2020) as the organizational structure and as a training tool for developing knowledge and skills related to each domain and the organizational principles. The chapters are organized by the domains, with each chapter providing four cases to illustrate each domain. The NASP domains include: *Data-Based Decision-Making* (Domain 1), *Consultation and Collaboration* (Domain 2), *Academic Interventions and Instructional Supports* (Domain 3), *Mental and Behavioral Health Services and Interventions* (Domain 4), *School-Wide Practices to Promote Learning* (Domain 5), *Services to Promote Safe and Supportive Schools* (Domain 6), *Family, School, and Community Collaboration* (Domain 7), *Equitable Practices for Diverse Student Populations* (Domain 8), *Research and Evidence-Based Practice* (Domain 9), *Legal, Ethical, and Professional Practice* (Domain 10).

The Practice Model (NASP, 2020) also displays six organizational conditions that must be met to support effective school psychology service delivery. These principles are woven into the discussion questions and activities for each case. The organizational principles are reflective of practices within K-12 school organizations that provide the support needed for school psychologists to be effective in their roles. These organizational principles impact all areas of practice and can be considered the contextual influences on how school psychologists serve children. The organizational principles can support or hinder the work of a school psychologist, so they are important areas for analysis and reflection. The NASP's organizational principles are as

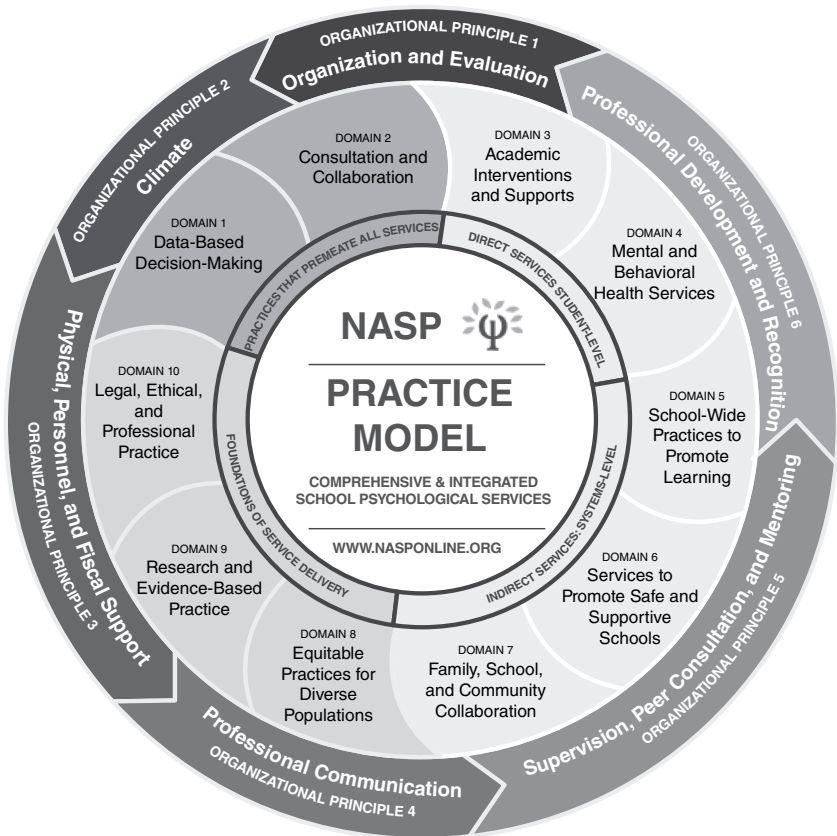


Figure 0.1 NASP Practice Model (2020)

Source: *The Professional Standards of the National Association of School Psychologists* (p. 3), by the National Association of School Psychologists, 2020 (www.nasponline.org/x55315.xml); Copyright 2020 by the National Association of School Psychologists

follows: *Organization and Evaluation of Service Delivery* (Principle 1), *Climate* (Principle 2), *Physical, Personnel, and Fiscal Support Systems* (Principle 3), *Professional Communication* (Principle 4), *Supervision, Peer Consultation, and Mentoring* (Principle 5), *Professional Development and Recognition Systems* (Principle 6).

Organization Within Chapters

Within each chapter, there is an introduction and description of that NASP domain and its importance for the practice of school psychology. Next, there

4 Introduction

is a presentation of four cases for analysis and review. Within each chapter, the cases range in complexity level from more simplistic and introductory level cases that serve to introduce the topic area to more complex cases requiring in-depth processing and prior knowledge of readers. The specific cases can be selected for discussion and analysis based on specific course level and course objectives.

After each case, there is a list of discussion questions, as well as advanced application ideas. The discussion questions are designed to inspire discussion and understanding about best practices related to the issues presented in the case. The use of discussion questions and/or advanced application questions can be selected based on whether the goal of the specific course is awareness of concepts (i.e., Introduction to School Psychology) or a more advanced-level course targeting a specific development of a set of skills (i.e., Consultation, Assessment). Some of the advanced applications allow for applied practice for advanced skills or further inquiry. In several of the cases, we refer directly to a specific chapter within the NASP *Best Practices in School Psychology* series (Harrison & Thomas, 2014) for readers to read and connect. These are merely suggestions. Readers and instructors are encouraged to make connections to other sources as well.

In the spirit of the NASP Practice Model's circular interconnections, cases do not just specifically deal with one domain of practice. Often in school psychology, the issues represent multiple domains of practice, as defined by NASP (2020). While the structure of this book categorizes cases by domains, the practice of school psychology does not occur in this type of linear fashion. Therefore, both the discussion questions and advanced applications include a notation (D1, D2, etc.) as a code for the domain(s) of practice (NASP, 2020) which might be relevant to consider when answering that question. Similarly, some of the discussion questions and advanced applications will be related to NASP's organizational principles. Those questions will be coded as follows: O1, O2, O3, O4, O5, O6.

Distinctive Case Study Features

The decision to utilize a case study approach reflects the need within graduate training to utilize real-life examples of issues that commonly occur within schools. Student exam performance and perception of their learning are increased when a case study approach is used as compared to other more traditional approaches such as textbook reading and class participation (e.g., Bonney, 2015). Critical thinking and student engagement are also enhanced using a case study approach, as well as deeper connections and integration of content (Yadav et al., 2006). Use of case studies in class may also increase class attendance (Hoag et al., 2005). While this practice needs further research to

fully understand the effects of its application (Lundeberg & Yadav, 2006), particularly in the field of school psychology, it is a promising approach. We believe case discussions can lead to a deeper and richer understanding of best practices within school psychology, while engaging in ethical decision-making and incorporating research. This allows school psychologists to consider how to best serve children and their families in the school setting under challenging circumstances and barriers.

Authenticity

Each of the cases used within this book was inspired by real situations that one of the authors encountered in their practice as school psychologists or trainers. Cases were changed significantly to highlight specific practices or points of view to preserve the anonymity of people involved in the original case. Cases were also changed so they would not be recognizable, but still preserved the critical themes or features. All data associated with the cases has been altered while maintaining the central trend of data points.

Variety

The cases were selected to highlight a range of practices. In some cases, the reader will find examples of professionals utilizing best practices. In other cases, problematic behaviors of professionals working with the schools are highlighted to provide opportunities for rich discussion about the need for change and reflective practice of school psychologists. The goal of presenting cases highlighting a range of responses of various professionals is to allow readers to reflect upon how a specific case outcome, or the way a child is viewed, can be affected by various choices made by professionals working with a child. This allows the opportunity to view situations from a social justice lens and ecological perspective. The cases also allow opportunities to reflect upon the skills, values, and biases of the school psychologist and other professionals working with children, as well as the various systems-level issues in K-12 schools.

Diversity

The cases utilized in this book were selected with intentionality to represent a wide range of equity issues and developmental levels. To that end, there will be cases representing practice at all developmental levels (K to 12th grade).

The cases were also selected with the goal of representing the wide range of diverse students that school psychologists serve throughout the United States. The cases should lend themselves to open discussions around equity issues surrounding race, class, gender, culture, and ability. Cases also represent different types of difficulties that affect a child's academic, social, emotional, and behavioral progress in schools and associated contextual factors. It was not possible to include cases for all situations that a school psychologist may encounter. The cases were selected with mindfulness about the need to reflect on the broad types of school environments and situations that may occur in schools.

In selecting cases, we attempted to provide a wide range of authentic cases reflecting our years of experience in schools. However, we acknowledge that cases may be presented from our worldview and perspective as two White American middle-class women. While we continually engage in reflective practices to understand our own privileges and biases, we also understand that some of these cases may be viewed differently by others. The omission of certain cases also likely exposes our biases.

We also realize that our own blind spots as authors may be shared by many school psychology trainees, due to the ongoing concern of the lack of diversity within the field of school psychology. There is a continued need to increase diversity within our field of school psychology. According to the latest NASP membership survey (Walcott & Hyson, 2018), the field continues to be predominantly White and female. In fact, Watson and Hyson's survey results demonstrated that 88 percent of the NASP members surveyed identified as White and 83 percent identified as female. This represents an opportunity for critical analysis and to push forward the discussions within the field needed to engage with diverse populations in our schools. The open dialogue and conversations about worldview will hopefully allow for ongoing reflection of our own biases and beliefs that may impact decision-making in our work with children and families in K-12 schools. We encourage open critical analysis of the cases presented as well as discussion about the representation of diverse populations within and across cases.

One area for critical discourse may also be in the terminology used to describe the people in each case study. We acknowledge that there are diverse perspectives about identity language. We aimed to use bias-free language according to the APA bias-free language guidelines (APA, 2020), but know that individual differences exist in terms of preferences for terminology. For example, in some cases, we may use the term *Latinx* to describe a student. We used that term because it is the most inclusive of gender and ethnic origin. Using an inclusive cultural term may be the most respectful, while allowing

us to preserve cultural aspects of the case and without identifying the original specific ethnic origin of the person in the case. Similarly, we used person-first language throughout the text (e.g., person with autism), but recognize that some individuals prefer identity-first language (e.g., autistic person). Discussion about preferred and respectful identity language is an important part of school psychology training. We hope these cases lend themselves well to those discussions.

How to Use This Book to Leverage Learning

We hope that this book is a helpful learning tool in your classrooms as it has been in ours. The following includes some suggested ways to maximize use of this text. This includes the description of possible approaches for utilizing case studies to enhance instructional outcomes. It also includes support for selecting cases for specific course purposes.

Case Study Approach to Teaching

To produce the positive student learning outcomes described previously, there are multiple ways to use this text to apply a case study approach within school psychology training. In his review of the literature on case study teaching, Herreid (2011) describes the multiple methods of case study use in instruction including: lectures, “clickers,” discussion, individual cases, and small-group cases. These different approaches require different time commitments and may yield different outcomes, with the individual and small-group case analysis producing the best learning outcomes. If time and pacing is a concern, these cases may be easily integrated into lectures in a “story-teller” approach to provide information in context of examples and non-examples. To increase opportunities to respond in larger classes, with limited time, multiple-choice questions could be created to correspond with the case for basic recall using an every-pupil-response system (e.g., “clicker” system, response cards). With a bit more time allotment, instructors may use a whole-class discussion of the cases using a debate style or Socratic seminar (for more on this strategy, see ILA/NCTE, 2020). To deepen the case study learning opportunities, more time may need to be dedicated in or out of class for individual or small-group case analysis.

For individual-level assessment or practice, students could be assigned a case as homework and asked to provide a written-response to the case study

discussion questions or take one “Advanced Application” question and expand that as a project (e.g., “Research an intervention that you would recommend given the case study assessment data, develop an intervention script and fidelity measure.”). The more technologically savvy school psychology trainer could develop the cases into computer simulation activities. Finally, the deepest level of training with the best hypothesized learning outcomes would be small group discussion where students teach one another and engage in cooperative learning. Students could be divided into small groups of students and each analyze the same case given the discussion questions or one of the advanced application questions. Assigning a recorder, reporter, fact finder, and time keeper would help provide a role and accountability for each member. The reporter from each group could share the highlights of their group’s discussion with the larger group for whole-group discussion and instructor feedback. Alternatively, each chapter has four cases, so each group could get a different case and then present their case to the whole class to cover more case examples in a shorter time period. The interested reader should explore more on the variations of case study uses in training or assessment (e.g., Herreid, 2011).

Case Selection

As noted earlier, the book is organized by the domains of the NASP Practice Model, but these domains are closely interrelated so cases may connect well with other domains/chapters as well. As a trainer of an introduction to school psychology course, it might make the most sense to assign a chapter when you are discussing that domain (e.g., Week 8: The School Psychologist’s Role in Academic Intervention and Instructional Supports, read Chapter 3, Domain 3) and utilize those cases for class discussion that week. However, for trainers of a skill or domain specific course, it may be best to pick and choose related cases from each of the chapters. All 40 of the cases could be used in an introduction to school psychology, general practicum, or internship course. Many or all the cases can also be used in a systems-level course to analyze the organizational principles that may be operating in the individual case. The discussion questions and advanced applications labeled with a letter “O” are ripe for systems-level analysis. For planning which cases to use in a more specific skill-focused course, Table 0.1 provides a list of skills and topics within each case for trainers interested in selecting cases for specific courses or skills.

With the wide variety of opportunities to utilize the cases within this book, we anticipate that you will be able to make connections between the range of

Table 0.1 Case Skills and Topics for Selection in Specialized Courses

Domain/Case Title	Specific Skill/Topic Area	Course Types
Domain 1 Case 1 <i>Inequities Unearthed</i>	-Race/equity issues -Individual and systems-level consultation -School/family collaboration -Math CBM; math instruction & intervention -Accommodations vs specialized instruction	-Social Justice -Consultation -Academic Assessment & Intervention -Ethics and Law
Domain 1 Case 2 <i>A Tale of Two Classes</i>	-MTSS, reading -Individual and systems-level consultation -School climate assessment -Universal screening, reading	-Consultation -Academic Assessment & Intervention
Domain 1 Case 3 <i>A Long Wait for Assistance</i>	-Gender bias, academic achievement -Family collaboration -Writing assessment and intervention -Problem-solving -ADHD, inattention, motivation -Special education eligibility (OHI)	-Social Justice -Consultation -Academic Assessment & Intervention -Mental Health/ Behavior Assessment & Intervention -Ethics and Law
Domain 1 Case 4 <i>Understanding Cassie's Concerns</i>	-Assessment: socio-emotional, behavior rating, cognitive -Integrated report writing -Special education eligibility (ED/OHI) -Providing assessment results	-Cognitive Assessment -Mental Health/ Behavior Assessment & Intervention -Ethics and Law -Family/School Collaboration

(Continued)

Table 0.1 (continued)

Domain/Case Title	Specific Skill/Topic Area	Course Types
Domain 2 Case 1 <i>Making the Match</i>	<ul style="list-style-type: none"> -Instructional Consultation -Disproportionality and nondiscriminatory assessment of English learners -Instructional Assessment, reading -Evidence-based reading interventions -Intervention fidelity -Special education eligibility (ID) 	<ul style="list-style-type: none"> -Social Justice -Consultation -Cognitive Assessment -Academic Assessment & Intervention -Ethics and Law
Domain 2 Case 2 <i>Giving Psychology Away</i>	<ul style="list-style-type: none"> -Multicultural Consultation -Instructional Assessment, reading -Reading comprehension intervention -Reading progress monitoring, CBM 	<ul style="list-style-type: none"> -Academic Assessment & Intervention -Consultation
Domain 2 Case 3 <i>Reframing Resistance</i>	<ul style="list-style-type: none"> -Culturally responsive teacher coaching model -Teacher implicit bias -Teacher praise -Class ecology observation -Positive Behavior Intervention Supports 	<ul style="list-style-type: none"> -Consultation -Mental Health/ Behavior Assessment & Intervention
Domain 2 Case 4 <i>Parent Consultation in the Era of COVID-19</i>	<ul style="list-style-type: none"> -Family collaboration -Academic progress monitoring, CBM -Behavioral observation methods, virtual -Behavioral interventions for online engagement 	<ul style="list-style-type: none"> -Consultation -Academic Assessment & Intervention -Mental Health/ Behavior Assessment & Intervention

Domain 3 Case 1 <i>Math Skill by Treatment Interaction</i>	<ul style="list-style-type: none"> -Math CBM -Math intervention -Problem-solving teams 	<ul style="list-style-type: none"> -Academic Assessment & Intervention -Consultation
Domain 3 Case 2 <i>Preempting Pre-Referral</i>	<ul style="list-style-type: none"> -Instructional Consultation -Teacher 'resistance' -Writing CBA/CBM and intervention -Special education eligibility (SLD-Writing) -Problem-solving teams 	<ul style="list-style-type: none"> -Consultation -Academic Assessment & Intervention -Ethics and Law
Domain 3 Case 3 <i>Pitfalls & Plateaus</i>	<ul style="list-style-type: none"> -Instructional Consultation -Problem-solving teams -Reading CBA & interventions -Intervention fidelity -Nondiscriminatory assessment: EL students 	<ul style="list-style-type: none"> -Consultation -Academic Assessment & Intervention -Social Justice -Ethics and Law
Domain 3 Case 4 <i>Dysgraphia</i>	<ul style="list-style-type: none"> -Problem-solving teams -Norm-referenced academic assessment -Grade versus age scores -Reading interventions -Special education eligibility (SLD) -IEP goals and services 	<ul style="list-style-type: none"> -Cognitive Assessment -Academic Assessment & Intervention -Ethics and Law -Social Justice

(Continued)

Table 0.1 (continued)

Domain/Case Title	Specific Skill/Topic Area	Course Types
Domain 4 Case 1 <i>Screening for Intervention</i>	<ul style="list-style-type: none"> -School-wide climate data -School discipline -Social Emotional Intervention -Perceptions of aggression -Culturally responsive practice 	<ul style="list-style-type: none"> -Systems-level Change -Mental Health/Behavior Assessment & Intervention -Counseling/Group Counseling -Social Justice
Domain 4 Case 2 <i>Mounting Pressures</i>	<ul style="list-style-type: none"> -Counseling -Adolescent concerns -Transition to college -Discipline vs. mental health support 	<ul style="list-style-type: none"> -Counseling -Mental Health/Behavior Assessment & Intervention
Domain 4 Case 3 <i>Class-wide Intervention</i>	<ul style="list-style-type: none"> -Class-wide behavior intervention planning -Consultation -Problem-solving/Intervention design -Professional issues 	<ul style="list-style-type: none"> -Consultation -Mental Health/Behavior Assessment & Intervention -Systems-level Change
Domain 4 Case 4 <i>When the Pandemic Came Along</i>	<ul style="list-style-type: none"> -Response to pandemic -Tele-health -Parent/school collaboration -Student motivation vs. mental health concerns -Child isolation 	<ul style="list-style-type: none"> -Consultation -Mental Health/Behavior Assessment & Intervention -Ethics and Law -Counseling

Domain 5 Case 1 Beyond Token Rewards	<ul style="list-style-type: none"> -PBIS -School-wide implementation of programs -Professional development -Intervention acceptability & fidelity -Disproportionate discipline by race/ethnicity 	<ul style="list-style-type: none"> -Systems-level Change -Social Justice -Consultation -Mental Health/Behavior Assessment & Intervention -Ethics and Law
Domain 5 Case 2 Comparing Standard Protocol and Problem-Solving Approaches	<ul style="list-style-type: none"> -Standard protocol vs. problem-solving approaches -MTSS -Science of Reading -School-wide intervention -Consultation 	<ul style="list-style-type: none"> -Systems-level Change -Consultation -Academic Assessment & Intervention
Domain 5 Case 3 School Diversity Climate Assessment and Intervention	<ul style="list-style-type: none"> -Race/ethnicity and SES -Cultural mismatches -Affinity groups -Family/school/community collaboration -School Climate Survey Data 	<ul style="list-style-type: none"> -Systems-level Change -Social Justice -Ethics and Law
Domain 5 Case 4 Prioritizing Time with Fellow School Psychologists	<ul style="list-style-type: none"> -Professional development -Community building -Needs assessment/Survey design -School psychology mentoring 	<ul style="list-style-type: none"> -Ethics and Law -Professional Issues/School Psychology

(Continued)

Table 0.1 (continued)

Domain/Case Title	Specific Skill/Topic Area	Course Types
Domain 6 Case 1 <i>A Once-in-A-Lifetime Storm</i>	-Crisis response, natural disasters, short & long term -Trauma-informed care	-School Crisis Prevention and Intervention -Systems-level Change -Mental Health Assessment & Intervention -Counseling
Domain 6 Case 2 <i>An Ill-Advised Promise of Confidentiality</i>	-Suicide prevention and intervention -Confidentiality -Crisis intervention and response -Counseling ethics	-School Crisis Prevention and Intervention -Ethics and Law -Counseling -Ethics & Law
Domain 6 Case 3 Threat <i>Assessment Gone Wrong?</i>	-Threat assessment -Community engagement and partnerships with law enforcement -Problem-solving and team decision-making -School/family collaboration -Zero tolerance policies	-School Crisis Prevention and Intervention -Systems-Level Change -Ethics and Law -Counseling -Consultation
Domain 6 Case 4 <i>A Climate of Bullying</i>	-School-wide climate surveys -Bullying/aggression -School safety	- School Crisis Prevention and Intervention -Systems-level Change -Ethics and Law

Domain 7 Case 1 <i>Fostering Relationships</i>	<ul style="list-style-type: none"> -Foster children -Trauma-informed care -Social Justice -Academic progress and intervention -Academic intervention design (Math) -School/family collaboration -FBA/BIP 	<ul style="list-style-type: none"> -Social Justice -Academic Assessment and Intervention -Mental Health/Behavior Assessment & Intervention -Ethics and Law
Domain 7 Case 2 <i>Language Differences or Deficits?</i>	<ul style="list-style-type: none"> -Social justice/academic equity issues -Working effectively with EL families -Staff perceptions and cultural mismatches -Cross-cultural competency -Family/school engagement strategies 	<ul style="list-style-type: none"> -Social Justice Ethics and Law -Systems-level Change
Domain 7 Case 3 <i>Expanding the School's Knowledge Base</i>	<ul style="list-style-type: none"> -Low-incidence disabilities: Visual-impairment -Family engagement/collaboration -Community agency partnerships -Professional Development -IEP development: visual-impairments 	<ul style="list-style-type: none"> -Ethics and Law -School/family collaboration -Professional Issues/School Psychology
Domain 7 Case 4 <i>Who is this Report Written for Anyway?</i>	<ul style="list-style-type: none"> -Report-writing -Team functioning -Family/school collaboration -IEP/Eligibility meetings 	<ul style="list-style-type: none"> -Cognitive Assessment -Academic Assessment -Mental Health/Behavioral Assessment -Ethics and Law

(Continued)

Table 0.1 (continued)

Domain/Case Title	Specific Skill/Topic Area	Course Types
Domain 8 Case 1 <i>Digging into Discipline Data</i>	<ul style="list-style-type: none"> -Disproportionate discipline -PBIS Teams -Implicit biases, equity -Data-based decision-making -Consultation/collaboration 	<ul style="list-style-type: none"> -Social Justice -Ethics and Law -Systems-level Change -Consultation
Domain 8 Case 2 <i>Zero Tolerance</i>	<ul style="list-style-type: none"> -Prevention of youth violence and substance use -Response to gang activity -School engagement for at-risk children -Multicultural Counseling -Threat Assessment 	<ul style="list-style-type: none"> -Social Justice -Counseling -Systems-level Change -Ethics and Law
Domain 8 Case 3 <i>Unclaimed and Under-represented</i>	<ul style="list-style-type: none"> -Equity in gifted identification -Universal screening -Data-based decision-making -Methods of gifted identification 	<ul style="list-style-type: none"> -Social Justice -Cognitive Assessment -Academic Assessment & Intervention -Systems-level Change
Domain 8 Case 4 <i>Transition</i>	<ul style="list-style-type: none"> -Transgender youth -Supporting parents of transgender youth -Professional development 	<ul style="list-style-type: none"> -Social Justice -Systems-level Change -Mental Health/Behavior Assessment & Intervention

Domain 9 Case 1 <i>The Case for Effective Instruction</i>	-School psychologists as consumers of research -Analyzing special education referral patterns -Dyslexia/learning disabilities in reading -Effective Tier I instruction -Science of Reading	-Research Methods -Academic Assessment & Intervention -Systems-level Change
Domain 9 Case 2 <i>Evaluating Intervention Integrity</i>	-MTSS -Intervention acceptability & integrity -Implementation Science	-Research Methods -Consultation -Systems-level Change
Domain 9 Case 3 <i>The Time Crunch</i>	-School-wide depression screening -Analysis of assessment instruments -Cornerstones of measurement - Intervention planning -Norm groups applicability	-Research Methods -Ethics and Law -Mental Health/Behavioral Assessment & Intervention -Systems-level Change
Domain 9 Case 4 <i>Evaluating School-Wide Programs</i>	-Restorative practices -Student misbehavior/discipline -Implementation science -Program evaluation -Zero tolerance policies	-Research Methods -Systems-level Change -Mental Health/Behavioral Assessment & Intervention
Domain 10 Case 1 <i>Colleague Indiscretions</i>	-Professional issues -Ethical decision-making -Collaboration with administrators -School psychologist evaluations -Social power differences -School-wide climate	-Ethics and Law -Professional Issues/School Psychology

(Continued)

Table 0.1 (continued)

Domain/Case Title	Specific Skill/Topic Area	Course Types
Domain 10 Case 2 <i>Idle Gossip vs. Professional Information</i>	<ul style="list-style-type: none"> - Confidentiality - Child advocacy - Counseling - Family/School collaboration - Social media ethics 	<ul style="list-style-type: none"> - Ethics and Law - Counseling - Professional Issues/School Psychology
Domain 10 Case 3 <i>Jack of All Trades?</i>	<ul style="list-style-type: none"> - Rural school psychology practice - Ethics/providing services outside of expertise - Eating disorders - Family/school/community collaboration 	<ul style="list-style-type: none"> - Ethics and Law - Counseling - Mental Health/Behavioral Assessment & Intervention
Domain 10 Case 4 <i>Applying Law to Practice</i>	<ul style="list-style-type: none"> - Student chronic illness (leukemia), academic impact - 504 plans (eligibility) - Family/school/community collaboration 	<ul style="list-style-type: none"> - Ethics and Law - Counseling - Academic Assessment & Intervention