**2016-2017 Service Learning Course Proposal Form**

**Name:** Dan Koonce

**Department:** School Psychology

**Department Chair:** James Walsh

**Campus:** Chicago

**Status:** Program Faculty

**Faculty Rank:** Associate

**Community Partner Site:** Under Carrey’s Care

**Course Title:** SP552:Social Emotional Assessment in the Schools

**Description of the service project:** Describe the service project that will be integrated into the course. Explain what specific community needs will be addressed.

The proposed project will allow the students to gather experience in designing and implementing a universal screening for behavioral health difficulties at Under Carrey’s Care located in south Cook County. The focus of the course is to learn about the interplay behavioral difficulties have an impact on school learning. The national and local data indicates that one in ten preschool (Not in Education, Employment, or Training) NEETs' lack the social skills they need to benefit from education.

Data collected by the U.S. Department of Health and Human Services and U.S. Department of Education in 2014 indicate that expulsions and suspensions occur at high rates in preschool settings. This is of concern because the research suggests school expulsion and suspension practices are associated with negative educational and life outcomes. Under Carrey’s Care has indicated they would like to gather more data to help align their goals with the Illinois state Social Emotional Learning goals. To prevent suspensions and expulsions it is important to identify the needs of young children and intervene with effective interventions and supports.

*Identification of Need*

During the summer session of 2016, the I coordinated an evaluation of a parent literacy education program with five graduate students. We assessed 146 preschool and kindergarten age children to examine their literacy skills. Approximately 46 children who participated in the project were students at Under Carrey’s Care. The director contacted The Chicago School and Dr. Dan Koonce to assist them in conducting a behavioral health screening with their staff and students. The primary goal of the pilot project is to allow graduate students enrolled in SP552, Social Emotional Assessment in Schools, the opportunity to develop fluency in the administration, scoring and interpretation of the data collected through a universal behavioral health screening and conduct an intervention based on the results. A secondary goal of the project is to allow graduate students the opportunity to facilitate a feedback session with the teacher and/or parent based upon the results of the universal screening. One of the primary outcomes of the pilot project is to encourage positive written reflection collected from the graduate students’ about this experience. Some of the graduate students will have the opportunity to apply these newly skills at their practicum as they work with parents, teachers, administrators, as well as link an intervention with students’ needs.

*Addressing the Need*

The need will be addressed in three ways: (1) allowing each graduate student the opportunity to develop fluency in the administration, scoring, and interpretation of conducting a universal behavioral health screening (the screening will encompass the examination of emotional symptoms, conduct problems, hyperactivity/inattention, peer relationships, and prosocial behavior) with a children from Under Carrey’s Care; (2) allow each pair of graduate students to carry out an small group intervention opportunity to share the results of the evaluation, collaborating with the teacher, to ensure results are meaningful; and (3) allow each pair of graduate students to develop a book for each student in their small group to share with their parents.

This process addresses the needs of Under Carrey’s Care in three ways: (1) provides Under Carrey’s Care with evaluation data to be used for developing instructional and behavioral decision-making; (2) allows Under Carrey’s Care the information and skill to adopt a system for screening children to determine behavioral growth and/or determine the need for support and; (3) informs parents of the children attending Under Carrey’s Care the skills to understand the results of the screening in order to collaborate with the teaching staff at Under Carrey’s Care for the purpose of developing a collaborative home-school intervention.

Logistics of the service project

The timeline for course activities appears below in the table. When graduate students are on-site at Under Carrey’s Care, professor Koonce will provide supervision. Graduate student travel to Under Carrey’s Care will carpool or take the Metra train. A TB test and background check was required as part service learning experienced through the School Psychology program, therefore no additional test will be required.

The director of Under Carrey’s Care will attend the third week of the course to introduce the graduate students to the preschools’ Social Emotional Learning curriculum used by teachers, and the current types of assessment data used for assessing behavioral health. Each student will receive an agreement form explaining the expectation for the service-learning activities and professional disposition requirements while in attendance at Under Carrey’s Care. The director will contact families whose children attend Under Carrey’s Care to determine which children will not participate in the screening. At the end of the fourth week, graduate students will have reviewed and practiced the administration and scoring of the universal screening tools to be used at the site. Dr. Koonce will assign each graduate student with two children who will participate in small group intervention after the results of the screening are scored and interpreted. During week 7, the graduate students will be on-site at Under Carrey’s Care for two conducting the group intervention and making the book. During week 8, graduate students will create a professional development session for parent to understand the behavioral and social emotional health of their child.

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|  | **Activity** |
| Week 3 | * Under Carrey’s Care director visits SP552 course to present Social Emotional Learning curriculum.
* Distributes agreement form and discusses expectations and professional disposition while at Under Carrey’s Care.
* Director contacts families of children at Under Carrey’s Care to obtain consent for participating in service learning activities.

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| Weeks 3 -6 | * Graduate students learn administration and scoring of tools to assess social emotional learning and behavioral health.
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| Week 7 | * Graduate students and Dr. Koonce travel to Under Carrey’s Care to small group interventions with the students and create books for students to share with their parents.
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| Week 10 | * Graduate students and Dr. Koonce travel to MCMA to meet with parents and/or teachers to share resources for home-school collaboration activities.

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Course design

The rationale for the specific project is its alignment with one of the domains required by our accreditation organization, the National Association of School Psychologists, for graduate education and practice. The specific domain is school psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally. The project will support our graduate students in developing skills in understanding, using and applying the results of universal behavioral health screening for collaborating with teachers and parents in developing classroom-based interventions and home-school collaboration. The proposal is based on an existing course, which has been modified to include this service learning experience. In the offering of this course in previous semester a site has never agreed to the conducting of a behavioral health screening.

Learning objectives

1. Improve student learning through obtaining, analyzing and synthesizing behavioral health data and using it to evaluate the school challenges based upon concepts and theories presented in class
2. Learn to collaborate and negotiate to resolve conflict in relation to creating a professional develop session for families.

Reflective activities

The reflection activities will possess three components including:

1. Analytic paper in which students will provide detailed description of their contribution to Under Carrey’s Care, environment, goals of the project and summary of their experience; evaluation of the purpose and meaning of their experience, and the strengths and limitations of those addressing the needs of the Under Carrey’s Care project; and recommendation of changes and improvements they would make in the project.
2. Students will participate in a student forum using the discussion board in CANVAS. Three questions will be posed to all the students, and each student must post a response to each question and reply to at least three other student’s entries. These posts will then be used as part of an in-class student/faculty/community partner discussion. These reflection activities will help students generate ideas about the relationship between the course theory and the practical application of the experience in working with children and families.