

UNIVERSITY OF OREGON
College of Education
Special Education and Clinical Sciences Department



School Psychology Program
2011-2012 Information Brochure

Mission and Values

The primary mission of the University of Oregon School Psychology Program is to prepare our students to become *leaders and innovators* in the field of school psychology. Our program is intervention-focused, with an emphasis on prevention and early intervention. We seek to recruit and train students who have the desire to make a substantial impact in the field of school psychology at the state, national, and international levels. Our recruiting and training focus is primarily on our doctoral program, but we also support a small but growing masters-level program. We are particularly known for and seek to maintain our strong emphasis on state-of-the-art applied research and development efforts in the field of education. Through these efforts, our faculty, students, and alumni help to improve systems of service in schools, and to produce improved outcomes for children, youth, and their families. Our scientist-practitioner program values linkages across disciplines and systems, and opportunities for such linkages are built into the program requirements. We value the diversity of backgrounds and characteristics that our students bring to the training program, and we actively seek to maintain and increase this diversity. We also value the empowerment of our students, and the perpetuation of a highly collegial program environment, where we strive for positive and cooperative professional relationships among faculty, among students, and between faculty and students.

Thank you for your interest in the University of Oregon School Psychology Program. Our nationally-recognized program provides outstanding opportunities for students who are interested in receiving state-of-the-art training in School Psychology. This scientist-practitioner program operates within a cutting-edge environment that fosters innovation, collegiality, and close mentoring by world-class faculty. If you are interested in a behaviorally-oriented training program that focuses on evidence-based practices for prevention and intervention of learning and behavioral problems, this program is for you!

Our program operates on a quarter rather than traditional semester schedule, with 3 quarters per academic year, plus a summer session. We offer a 165 credit hour Ph.D. degree, and a 92 credit hour M.S. degree. The doctoral program, typically takes 5 years to complete, including a 1-year internship. Students admitted into the doctoral program who have previously earned a specialist or master's degree in school psychology may be able to complete the program in 3 years. The master's program typically takes 3 years of full-time study to complete, including a 1-year internship experience.

Our doctoral program is accredited by the *American Psychological Association Commission on Accreditation* (750 First Street NE, Washington, DC 20002-4242; 202/336-5979; www.apa.org). The doctoral program also has program approval from the *National Association of School Psychologists* (4340 East West Highway, Suite 402, Bethesda, MD 20814; 301/657-0270; www.nasponline.org). Both our doctoral program and master's program are also approved by the *Oregon Teachers Standards and Practices Commission* (465 Commercial Street NE, Salem, OR 97301; 503/378-3586; www.tspc.state.or.us) for the educational licensure of school psychologists in the State of Oregon.

Approximately 30 students are currently enrolled in the program, most of whom are in the doctoral program. Our students typically enter with backgrounds in psychology, education, and/or special education. They represent diverse areas of the United States, several other nations, and vary in age, ethnic and cultural background, and prior experiences.

Approximately 20,000 undergraduate and graduate students attend the University of Oregon, which has over 1,400 teaching and research faculty. The University is located in Eugene, the hub of a metropolitan area with a population of approximately 350,000. Nestled at the southern end of the beautiful Willamette Valley about 100 miles south of Portland, the University is only a one-hour drive to the Pacific Ocean and less than an hour's drive to the Cascade Mountains. The temperate climate and unparalleled geographic diversity and beauty of this area provide for a wonderful outdoor-oriented environment in which to live and work. In addition to the beautiful physical location of the University of Oregon and the tremendous outdoor recreation possibilities, the University and surrounding community provide outstanding cultural opportunities, including the Oregon Bach Festival, the Oregon Festival of American Music, the Oregon Country Fair, Eugene's Saturday Market, and NCAA Division-I-A athletic teams. In addition, Eugene is a popular stop for a wide range of national touring performing artists, with a wide range of venues.

Program Philosophy

We are behaviorally-influenced in our theoretical and philosophical orientations, meaning we focus on observable relations that require *low-level inferences*. Within this general framework, our individual theoretical orientations range from behavior analytic to social-interactional theory. From these perspectives we strive to train school psychologists as scientist-practitioners, with a *data-oriented problem-solving* emphasis. Our program is intervention-focused, training graduate students to conduct and evaluate research and to deliver evidence-based interventions to children and youth in schools and in related settings within a *behaviorally-oriented perspective* and at a variety of levels. These levels of service delivery and intervention include (a) with individuals, (b) within small groups and classrooms, and (c) across entire schools and systems. Although the program prepares graduates to provide effective evidence-based services to individuals and groups who have a wide variety of needs, problems, or deficits, we particularly value *primary prevention* and *early intervention* approaches, which seek to provide universal screening and prevention services to all students in school settings, and to detect and intervene early before problems become severe. This emphasis supports an *outcomes-driven* model of service delivery, which is focused on health rather than pathology, and is focused on desired outcomes rather than on problems.

The School Psychology Program is housed within the Special Education and Clinical Sciences Department of the College of Education. Our students take coursework from faculty across the College's programs and from other departments outside the College (e.g., Psychology). In addition, the College of Education houses several research centers that provide opportunities for faculty and students. Some of the centers where our students and faculty are involved include Educational and Community Supports, the Institute on Violence and Destructive Behavior, Center for Teaching and Learning, and the Institute for Development of Educational Achievement.

The 2010-2011 "Best Graduate Schools" edition of *U.S. News and World Report* ranked the University of Oregon's College of Education as the 5th best graduate college of education in the nation, the highest ranked college of education at a public university, and the first overall for faculty productivity per faculty member in funded research.

Coursework Domains

Our students take coursework within several general domains, including Psychological and Educational Foundations, Measurement and Assessment, Statistics and Research, Methods of School-Based Intervention, Professional School Psychology, and Practicum and Internship Experiences. A complete list of current program requirements and our web-based graduate student handbook is located within the program's website at <http://spsy.uoregon.edu>.

Research Opportunities

Students who attend the University of Oregon find themselves in one of the top applied educational research centers in the world. The nationally-recognized faculty in the School Psychology program and in other graduate programs in the College of Education direct projects that are on the cutting edge of applied research in education. These projects encapsulate a wide range of innovative activities designed to promote development and educational success in children, adolescents, and their families. Program faculty maintain active research programs in functional behavior assessment, assessment of early literacy growth, positive behavioral supports, development and intervention of antisocial behavior, assessment and intervention of social-emotional problems of children and youth, and promoting social and emotional resiliency of children and youth.

The special opportunities provided by one of the nation's top research Colleges of Education are enhanced further by collaboration with other nationally recognized research centers in the community. The Oregon Social Learning Center (OSLC) is a private research and service center that provides research and intervention opportunities with a wide range of children and families, from understanding the normal development of children to treating youth with severe conduct disorders. The Oregon Research Institute (ORI) has been conducting human services research for over 40 years and has more than 35 active research projects, ranging from studies of smoking prevention and cessation to community-based interventions to promote positive child and adolescent development. The UO School Psychology Program has historical partnerships and opportunities for collaboration with these and other research centers in our community.

Valuing Diversity

We value the diversity of backgrounds and characteristics that our students bring to the training program, and we actively seek to maintain and increase this diversity. American public schools reflect the rapidly increasing

cultural, linguistic, and ethnic diversity of our nation, and we believe that it is essential for school psychologists to be prepared to be effective with students from a diversity of backgrounds. We are interested in recruiting students from a variety of ethnic and cultural backgrounds to our program. There are particular opportunities for our students to work in public schools and on research projects where Spanish language competency and interest in working with Latino children and their families is of particular importance. This group is the most rapidly growing ethnic minority in Oregon and the surrounding region. Thus, we can provide specially-targeted training opportunities for students who have Spanish language skills, and/or knowledge and interest regarding Latino cultural issues. Additional information regarding diversity in our program, and a list of diversity resources are located on our program's website at <http://spsy.uoregon.edu>.

Admission Information

Prospective applicants may download application materials from the Program's website at <http://spsy.uoregon.edu>. A printed application packet may also be requested in writing from: School Psychology Program, 5208 University of Oregon, Eugene, OR 97403-5208. Completed applications must be received by January 5, to be considered for admission the following September. Faculty will review completed applications shortly after the January 5 deadline. Applicants are evaluated on: (1) academic record, (2) letters of recommendation, (3) previous related work or experiences, (4) the applicant's written statement of purpose, and (5) Graduate Record Examination (GRE) test scores. After the initial file screening, finalists will be selected and invited for on-campus interviews on February 17, 2012. Offers of admission will be made following the on-campus interview process. We typically receive approximately 75-100 applications annually, and 8-10 new students typically enter the program each year.

Web Sites

The School Psychology Program website is located at <http://spsy.uoregon.edu>. The College of Education website is located at <http://education.uoregon.edu>. The University of Oregon main home page is located at <http://www.uoregon.edu>.

Financial Aid

Graduate students are eligible for several sources of possible funding, including (a) available training grants, (b) graduate teaching and research fellowships, and (c) scholarships and research awards. Graduate fellowships provide a modest salary (ranging from approximately \$7,000-\$15,000 per academic year, depending on the level of FTE), and all

instructional fees, not including student fees. Some travel funds and special scholarships are available for recruiting students from ethnic minority groups. Additional information on University scholarship and loan programs is available through the Office of Student Financial Aid, 1278 University of Oregon, Eugene, OR 97403-1278. **Deadlines for University financial aid applications typically are prior to February 1.**

Core Program Faculty

Cynthia M. Anderson, Ph.D. (West Virginia University, 1999). Professor of School Psychology, Department Head of Special Education and Clinical Sciences.

Background: Dr. Anderson holds a PhD in Clinical Child Psychology and is a licensed psychologist in the state of Oregon. Prior to joining the UO faculty in 2005 she was a faculty member in the Behavior Analysis program at West Virginia University. **Current Activities:** Dr. Anderson serves as Department Head of Special Education and Clinical Sciences and works closely with the research group at UO's Educational and Community Supports, where she is involved in projects focused on facilitating systems-change in schools using a three-tiered model of prevention. **Teaching Interests:** Behavioral Assessment, Behavioral Consultation, Interventions for Child Behavior Disorders, Applied Behavior Analysis, Single-Subject Research Design. **Research Interests:** Functional assessment and function-based support; primary, secondary, and tertiary interventions in schools; research to practice
E-Mail: canders@uoregon.edu

Roland H. Good III, Ph.D. (Pennsylvania State University, 1985). Associate Professor of School Psychology. **Background:** Dr. Good is a graduate of an APA and NASP-accredited program in School Psychology and has 3 years experience as a school psychology practitioner. Dr. Good also has teaching certification and teaching experience in both general and special education. **Current Activities:** Dr. Good heads a research team investigating dynamic indicators of basic early literacy skills. He has been at the University of Oregon since 1988. He has served on the editorial boards for *School Psychology Review*, *School Psychology Quarterly*, and *The Journal of Special Education*. **Teaching Interests:** Tests and Measurement in Education, Statistics, Research Design, and Psychoeducational Assessment. Dr. Good received the College of Education's 2009 Distinguished Teaching Award. **Research Interests:** Dynamic indicators of basic early literacy skills, assessment of and interventions for academic learning problems, and assessment in cross-cultural context.
E-Mail: rhgood@uoregon.edu

Tiffany Kodak, Ph.D. (Louisiana State University, 2006). Associate Professor of

School Psychology. **Background:** Dr. Kodak has a degree in School Psychology, is a licensed psychologist in the state of Nebraska, and is a Board Certified Behavior Analyst. Dr. Kodak was a faculty member at the University of Nebraska Medical Center (UNMC) and the Director of Early Intervention in the Center for Autism Spectrum Disorders at UNMC prior to joining the UO faculty in 2011. **Current Activities:** Dr. Kodak's research team investigates academic and behavioral interventions for children diagnosed with autism spectrum disorders. Dr. Kodak currently serves on the editorial boards for *Journal of Applied Behavior Analysis and Research in Autism Spectrum Disorders*. **Teaching Interests:** Behavioral Assessment, Advanced Consultation, Applied Behavior Analysis, and Autism and Related Disorders. **Research Interests:** Increasing instructional efficiency, emergent relations, reading interventions, computer-assisted instruction, and maintenance and generalization of newly acquired skills.
E-mail: tkodak@uoregon.edu

Elena Lilles, Ph.D. (University of California, Santa Barbara, 2011). Visiting Assistant Professor. **Background:** Dr. Lilles joined the UO faculty for the 2011-12 academic year as a visiting assistant professor. She received her Ph.D. from a combined Clinical, Counseling, and School Psychology Program with an emphasis in School Psychology. Dr. Lilles comes to the UO with school-based experience in both public and nonpublic school settings. She is a credentialed school psychologist in the state of California. **Current Activities:** Dr. Lilles serves as an instructor for graduate courses in school psychology and is currently assisting with program governance and supervision of student school-based field studies. **Teaching Interests:** School Consultation, Ethics, Intellectual Assessment, Developmental Psychopathology. **Research Interests:** Early interventions and prevention, school readiness and later academic achievement, using school-based academic and behavioral interventions to facilitate positive outcomes for children and youth.
E-mail: elilles@uoregon.edu

Laura Lee McIntyre, Ph.D. (University of California, Riverside, 2003). Associate Professor and Director of School Psychology. **Background:** Dr. McIntyre joined the UO faculty in 2009 after 6 years in a school psychology faculty position at Syracuse University. She is a Board Certified Behavior Analyst (BCBA), certified school psychologist, and licensed psychologist. **Current Activities:** Dr. McIntyre is the Director of the School Psychology Program and Research Scientist at the Child and Family Center at UO. She is an Associate Editor for the *American Journal on Intellectual and Developmental Disabilities* and the *Journal of Mental Health Research in Intellectual Disabilities*. She is funded by the National

Institutes of Child Health and Human Development to conduct research in parent training, education, and support in families with young children with developmental delays. **Teaching Interests:** Consultation; behavioral assessment and intervention; child development. **Research Interests:** early identification and treatment of young children with or at-risk for developmental and behavior disorders; transition to school; family well-being and parent-professional partnerships.
E-Mail: llmcinty@uoregon.edu

Angela Whalen, Ph.D. (Oregon, 2002). Instructor and Co-Director of Training. **Background:** Dr. Whalen is a graduate of an APA and NASP-accredited program in School Psychology and is a nationally certified school psychologist (NCSP). She joined the UO faculty in 2003, after working as a K-12 school psychologist, staff development trainer, and literacy coach. **Current Activities:** Dr. Whalen coordinates the master's and TSPC licensure programs, advises master's students, and coordinates practicum training. Dr. Whalen recently served as the Project Coordinator for *The Oregon Response to Intervention (RTI) Project*, a personnel preparation grant preparing school psychologists with expertise in RTI theory and practice. **Teaching Interests:** Educational Assessment, Consultation, Principles & Practices of School Psychology, Clinical Supervision, and School Psychology Practicum.
E-Mail: awhalen@uoregon.edu

Special Education Doctoral Faculty

By special arrangement with the UO's special education program, their doctoral faculty work closely with our school psychology students, and may serve as dissertation co-chairs, co-advisors, and members of comprehensive examination committees. Because the UO special education program is recognized as one of the best in the nation (ranked 3rd in the nation in the 2010-2011 *U.S. News and World Report* ratings of graduate schools), this arrangement provides a tremendous opportunity for our students to work with a larger cadre of internationally-recognized experts in the field. The affiliated special education doctoral faculty include:

Richard W. Albin, Ph.D. (Oregon, 1986). Senior Research Associate and Associate Professor of Special Education. Research design, programming and instruction, instructional technology, applied behavior analysis.

Brigid Flannery, Ph.D. (Oregon, 1992). Senior Research Associate and Associate Professor of Special Education. Transition for young adults with disabilities, post-secondary education, positive behavioral supports.

Beth Harn, Ph.D. (Oregon, 2000). Assistant Professor of Special Education. Instructional decision making; prevention and

early intervention for students with reading difficulties, improving consultation practices of school psychologists

Robert Horner, Ph.D. (Oregon, 1978). Professor of Special Education, Director, Educational and Community Supports. Functional behavior assessment, school-wide behavior management, education of students with severe disabilities, generalization and maintenance of stimulus control.

Edward J. Kame'enui, Ph.D. (Oregon 1980). Professor of Special Education; Director, Institute for the Development of Educational Achievement; Director, Center on Teaching and Learning. Design of instruction, relationships between student achievement and instructional design.

Wendy Machalicek, Ph.D. (University of Texas-Austin, 2008). Assistant Professor of Special Education. Assessment, consultation, and intervention with caregivers and teachers of children with autism spectrum disorders.

Christopher Murray, Ph.D. (University of Washington, 1998). Associate Professor of Special Education. Secondary special education, behavior and learning disorders, school-community transition.

Jeffrey Sprague, Ph.D. (Oregon, 1990). Professor of Special Education and Co-Director, Institute on Violence and Destructive Behavior. Applied behavior analysis, severe behavioral disorders, school safety, school violence prevention, special education teacher training, school-to-work transition, and social integration.

Jane Squires, Ph.D. (Oregon, 1988). Professor of Special Education; Director, University Center for Excellence in Developmental Disabilities; Director, Center on Human Development. Early intervention, social-emotional screening, assessment, and intervention with young children and their families.

Adjunct and Affiliated Faculty

In addition to our core faculty and the affiliated special education doctoral faculty, the following University of Oregon adjunct faculty and community members regularly contribute time and energy to the School Psychology Program and students. Through teaching courses, supervising and facilitating field placements, assisting in the supervision of student research, these faculty members make a tremendous contribution to our program. The following list includes those adjunct and affiliated faculty who have participated in our program in these capacities in recent years.

Kelli Cummings, Ph.D. (Oregon, 2004). Senior Research Associate, Dynamic Measurement Group. Early literacy, educational assessment and measurement, children's social behavior, research methods.

Phil Fisher, Ph.D. (Oregon, 1993). Professor, UO Department of Psychology; Research Scientist, Oregon Social Learning Center. Prevention research, stress neurobiology, foster care, school readiness.

Ruth Kaminski, Ph.D. (Oregon, 1992). Co-Director, Dynamic Measurement Group. Early childhood; prevention of social/behavioral and academic problems, innovative assessment procedures and interventions for preschool-age children and families

Deborah Laimon, Ph.D. (Oregon, 1994). Psychologist, EC Cares Early Childhood Center. Early childhood school psychology.

Charles Martinez, Ph.D. (California School of Professional Psychology at San Diego, 1997). Associate Professor, UO Department of Educational Methodology, Policy, and Leadership, Clinical Psychologist and Senior Research Scientist, Oregon Social Learning Center. Behavioral health outcomes for Latino families, acculturation, prevention science.

John Seeley, Ph.D. (Oregon, 2001). Research Scientist, Oregon Research Institute. Prevention, public health, depression in children and adolescents, measurement and biostatistics.

Kelly Powell-Smith, Ph.D. (Oregon, 1993). Senior Research Associate, Dynamic Measurement Group. Early literacy, educational assessment, consultation, early childhood school psychology.

Randall Sprick, Ph.D. (Oregon, 1979). Educational Consultant, Teaching Strategies, Inc. Behavior management, classroom management, staff development.

Joseph Stevens, Ph.D. (Arizona, 1983). Professor, UO Department of Educational Methodology, Policy, and Leadership. Research methodology and statistical methods.

Brianna Stiller, Ph.D. (Oregon, 1987). School Psychologist, Eugene Public Schools. Behavioral consultation, practicum supervision, and prevention of antisocial behavior.

Elizabeth Stormshak, Ph.D. (Penn State, 1995). Associate Professor of Counseling Psychology. Developmental psychopathology, child and family intervention, conduct problems, peer relations, prevention, child therapy, parenting.

Hill M. Walker, Ph.D. (Oregon, 1967). Professor Emeritus of Special Education and Co-Director, Institute on Violence and Destructive Behavior. Behavior management identification and remediation of child behavior disorders.

Tuition Information

For the 2011-2012 academic year, Resident/in-state tuition and basic student fees total \$5,634 per quarter (Fall, Winter, Spring) for 9-16 credit hours, or \$16,902 for the academic year. Non-resident/out-of-state tuition and basic student fees total \$7,659 per quarter (Fall, Winter, Spring) for 9-16 credit hours, or \$22,977 for the academic year. Some

additional student fees may be assessed with registration. For current cost estimates go to <http://registrar.uoregon.edu>.

Housing Information

Information regarding graduate residence halls and student family housing may be obtained by writing to the Housing Office, 1220 University of Oregon, Eugene, OR 97403-1220, <http://housing.uoregon.edu>

For More Information Contact:

Dr. Laura Lee McIntyre, School Psychology Program Director, (llmcinty@uoregon.edu; 541-346-7452), any of the other core program faculty; or Emily Cornell, the program's Academic Secretary (ecornell@uoregon.edu; 541-346-1638)

The University of Oregon is an equal opportunity and affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

