

# MASTER OF EDUCATION IN INTERVENTION SERVICES

## Introduction

Students who successfully complete 45 credit hours of coursework are awarded the Master of Education (M.Ed.) degree in Intervention Services. An additional 54 credit hours are required for the awarding of the Educational Specialist (Ed.S.) degree in School Psychology. Candidates must also pass the PRAXIS II examination in school psychology for licensure in the State of Ohio and for certification by the National Association of School Psychologists (NASP). (Please note the following are required for admission to the Educational Specialist degree: Successful completion of the YSU M.Ed. In Intervention Services, demonstration of successful skills as evidenced by grades and disposition ratings throughout the program, and a successful Ed.S. admissions interview.)

The program provides a curriculum that is comprehensive, integrated, and sequential. It follows the school psychology standards set forth by the State of Ohio, NASP, and the Council for the Accreditation of Education Preparation (CAEP). Courses reflect current advances in the field of school psychology and education. In addition, the program has a unique emphasis in low incidence disabilities. The program is committed to implementing and integrating the most current technology.

The school psychology program is structured so that course content is accompanied by appropriate field experiences. Practicum experiences are designed to provide students with opportunities to practice skills that are required in professional practice while under direct supervision. Practicum experiences occur in conjunction with specific courses and are individualized in terms of setting and assignment to a field supervisor.

Full-time study in school psychology (M.Ed and Ed.S.) generally constitutes a three-year sequence. To develop the needed specific competencies and to meet the training goals of the YSU school psychology program, candidates during the first year of study complete coursework in counseling, educational, and psychological foundations at the master's level. The first year includes 100 practicum hours and provides candidates with experiences related to a variety of low and high incidence disabilities. Upon successful completion of year one requirements, candidates will graduate with a Master of Education in Intervention Services.

For more information visit our Department website (<http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-counseling-special-education-school-psychology/>).

## Welcome

Our program is designed to prepare graduates with the necessary knowledge, skills, and dispositions to serve our community. Youngstown State University offers a Master of Education in Intervention Services as the initial degree required for admission to the Educational Specialist in School Psychology program. The School Psychology program at YSU enrolled its first class of candidates in 2012 and graduated its first class of School Psychologists in August 2015. This is the first new degree program in Ohio dedicated to the preparation of school psychologist in over four decades. Master's students will find a unique educational experience that prepares them for study in School Psychology. I encourage you to review the website and to contact the program director below.

Dr. Jeffrey Coldren  
Chair / Professor  
Department of Counseling, School Psychology, Educational Leadership and Psychology  
[jtcoldren@ysu.edu](mailto:jtcoldren@ysu.edu)

## Program Director

For specific questions about the Master of Education in Intervention Services and the School Psychology program, please contact the program director:

**Carrie R Jackson, Ed.D.,  
Assistant Professor  
[crjackson01@ysu.edu](mailto:crjackson01@ysu.edu)**

## Accreditation

The School Psychology program within the Department of Counseling, School Psychology, & Educational Leadership, achieved full national recognition as a NASP (National Association of School Psychologists) approved program through Fall 2024 - <https://www.nasponline.org/>

## Admission Requirements

A set of specific criteria must be met before the applicant can be officially accepted as a candidate for a YSU graduate degree in school psychology. Undergraduate/graduate coursework, grade point average, relevant work experience, letters of recommendation and personal maturity are considerations for entrance into the program. To begin the application process, prospective candidates should contact Dr. Richard Van Voorhis, Graduate Program Director.

The Youngstown State University school psychology program is a cohort-based program and will accept students on a full-time time basis. The first year of the program commences during the summer. The requirements for applying to the YSU School Psychology program are:

- A baccalaureate degree from a regionally accredited university or college
- Minimum undergraduate cumulative GPA of at least 3.0 or better on a 4.0 scale
- Graduate Record Examination (GRE) results (Verbal and Quantitative, Analytical Writing), only if candidate's undergraduate G.P.A. falls below a 3.0.
- Names and contact information of three references
- Official transcripts from all previously attended institutions
- A "Position Paper" describing
  - Motivation and reasons for selecting the field of school psychology
  - Aspirations following the receipt of the graduate degree in school psychology
  - Personal qualities which relate to success as a graduate student and school psychologist.
- Minimum of 9 semester hours of undergraduate or graduate work in school psychology related coursework (psychology, education, special education, social work, counseling, or other as determined by the admission committee) with a grade of "B" or better
- Completion of a Good Moral Character statement which reflects no criminal convictions which may impact your ability to work in educational settings
- An interview is the last step in the application process. Completed applications will be reviewed by the selection/admission committee to select individuals for interview. The process is competitive and meeting eligibility criteria does not assure admission into the program.
- Application Deadline: February 1st

## Graduate Faculty

**Carrie R. Jackson, D.Ed.**, Assistant Professor  
Applied behavior analysis; autism spectrum disorders; neuropsychology; transition planning/vocational assessment

**Richard W. VanVoorhis, D.Ed.**, Professor

Role and function of school psychologists; career development and counseling topics; special education service delivery; low incidence disabilities; assessment and identification issues

Successful completion of the following 45 credit semester hours and successful completion of comprehensive examination (capstone experience)

Required courses for the M.Ed. in Intervention Services are as follows:

COURSE	TITLE	S.H.
<b>Required Courses</b>		
SPSY 6901	School Consultation	3
SPSY 6909	Identification and Support for Students with Disabilities	3
SPSY 6912	School-Based Multi-Tiered Systems of Support	3
COUN 6962	Counseling Theory	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Guided Group Counseling	3
SPSY 6904	Crisis Prevention and Response	3
PSYC 6905	Principles of Development for School Psychology	3
PSYC 6955	Psychopathology	3
SPSY 6902	Ecological School-Based Observation and Practice	3
SPSY 6905	Equitable Practices In Diversity and Inclusion	3
SPSY 6906	Role and Function of the School Psychologist	3
SPSY 7509	Family, School, & Community Systems	3
COUN 6900	Counseling Methods and Practice	3
<b>Capstone Experience</b>		
SPSY 6907	Psycho-Educational Assessment Practices in the Schools	3
SPSY 6903		
<b>Total Semester Hours</b>		<b>42</b>

## Learning Outcomes

1. Candidates will be well prepared to serve all children /students and their families including those diagnosed with high and low incidence disabilities.
2. Candidates will reflect professional practices that demonstrate respect for human diversity and promote effective services, advocacy, and social justice for all children and families.
3. Candidates will demonstrate the educational foundations of school psychology including the organization and operation of general, special education plus instructional and remedial techniques.
4. Candidates will obtain theoretical and practical knowledge, skills and experiences related to developing appropriate mental health strategies with children, families, and groups.
5. Candidates will demonstrate an understanding of basic statistical and research methodologies as applied to research in the schools.
6. Candidates will understand the historical, current, legal and ethical issues, alternative models of delivery, emergent technologies, and knowledge of the school psychologist's role and function.

## Graduate Courses

### SPSY 5965 School Psychology - Special Topics 1-5 s.h.

Selected topics related to intervention and current interest in the school of psychology field of study. Grading is S/U.

### SPSY 6901 School Consultation 3 s.h.

Overviews current educational practices that have made collaboration essential to the way educational professionals do their work. This course will cover the theoretical bases and consultation/collaboration skills necessary for affecting change in the educational environment from a system-wide perspective. The aim of this course is to prepare candidates to function as collaborative consultants promoting systematic and planning strategies for use within the public schools, in collaboration with families, to provide services to children with disabilities. Ed. in Intervention Services Candidate.  
**Prereq.:** M.

### SPSY 6902 Ecological School-Based Observation and Practice 3 s.h.

Provides candidates in the school psychology program with the opportunity to observe and participate in a variety of educational settings and experiences designed to support students with all types of disabilities and all grade levels. Through these activities, candidates will understand the organization of educational services, school-based systems, and student population characteristics as well as ecological factors that help to support learning.  
**Prereq.:** MEd in Intervention Services Candidate.

### SPSY 6904 Crisis Prevention and Response 3 s.h.

An overview of the concepts of crisis intervention theory in crisis counseling and assessment including techniques for assessment, intervention, and referrals within a crisis situation. Different types of crises will be discussed with emphasis on selecting appropriate strategies for various situations. The NASP PREPaRE model of crisis prevention and response will be highlighted.  
**Prereq.:** MEd in Intervention Services Candidate.

### SPSY 6905 Equitable Practices In Diversity and Inclusion 3 s.h.

Introduces pertinent theoretical cultural issues which relate to school psychologists as they work with diverse populations. Through lecture, discussion, and individual and group activities, candidates will develop multicultural competence allowing for appropriate individual and systemic interventions to be developed and implemented effectively. Candidates will explore their own level of cultural sensitivity as well as how their behavior impacts others, recognizing their own privilege and striving toward social justice in the educational setting.  
**Prereq.:** MEd in Intervention Services Candidate.

### SPSY 6906 Role and Function of the School Psychologist 3 s.h.

This course provides an overview of the professional concerns and issues school psychologists face working in public school systems. Additionally, orientation for field-based practicum and internship experiences will be discussed, as well as future responsibilities for employment as a school psychologist. Historical, legal, professional, and ethical issues pertaining to the role and function of a school psychologist will be reviewed.  
**Prereq.:** MEd in Intervention Services Candidate.

### SPSY 6907 Psycho-Educational Assessment Practices in the Schools 3 s.h.

This course is designed to provide an overview of the relevant concepts, principles and methods underlying the construction and interpretation of psychological and educational tests. Through lectures, discussion, and individual and group activities, candidates will learn about the basic concepts, competencies, issues, and tools used in psychological testing and measurement and their practical applications. In this course, candidates will gain knowledge of how psychological tests are built, what they can and cannot do, the conditions under which they should and should not be used, and how to evaluate their adequacy.  
**Prereq.:** School Psychology Candidacy.

### SPSY 6908 Research Design and Statistics for School Psychology 3 s.h.

This course takes a user-oriented approach to principles of research design, descriptive and inferential statistics, measurement, and varied data collection and analysis techniques as applied to the practice and scholarship of school psychology. Ed. in Intervention Services track.  
**Prereq.:** M.

**SPSY 6909 Identification and Support for Students with Disabilities 3 s.h.**

An overview of special education identification procedures for students with disabilities. Candidates will develop knowledge of the definitions, assessment techniques, instructional considerations, and legislation surrounding all low- and high-incidence disabilities. Emphasis will be on the current most effective practices and research-based strategies for students with disabilities.

**Prereq.:** MEd In Intervention Services Candidate.

**SPSY 6911 International Area Study: Project Learning Around the World 3 s.h.**

This course is designed to enhance mental health or teacher's professional and personal level of sensitivity and competence via introducing them to innovative and traditional forms of intervention or healing in community and school settings in a developing country. Students will participate in philanthropic activities by helping to gather and deliver educational supplies via Project Learning Around the World ([www.platw.org](http://www.platw.org)).

**SPSY 6912 School-Based Multi-Tiered Systems of Support 3 s.h.**

This course is designed to provide direct experiences in planning and evaluating multi-level academic and behavioral interventions across the three tiers of services within educational school systems for general education and students with disabilities. Intervention effectiveness metrics (effect size, percentage of non-overlapping data, goal attainment scaling) necessary for practicum and internship experiences will be covered. Participation in Response to Intervention (RtI) team meetings and concepts of curriculum, academic and applied functional behavioral analysis, progress monitoring, and determining effectiveness of interventions will be presented.

**Prereq.:** MEd in Intervention Services Candidate.

**SPSY 7490 Advanced Study and Practicum in Autism Spectrum Disorders 3 s.h.**

This course is designed to provide candidates with skills and experience related to early assessment and diagnosis of Autism Spectrum Disorder (ASD), including case conceptualization, the skills needed to create, modify, and/or adapt assessments, the ability to interpret assessments, classroom applications, implementation and evaluation of strategies and supports, and family-school collaboration. Special emphasis will be given to the application of ABA principles to classroom settings (discrete trial, analysis of verbal behavior, and direct instruction). Through didactic teaching and experiential learning via activities completed with students attending the Rich Center for Autism, candidates will gain knowledge of assessment, evidence-based interventions, treatment methods, and related issues affecting students with ASD and their families.

**Prereq.:** EdS track in School Psychology.

**SPSY 7500 Dynamic Assessment 1 3 s.h.**

This course includes the administration and interpretation of traditional, web-based, and iPad-based intelligence tests. The goal of this course is to provide candidates with a series of experiences which will lead to mastery in the administration, scoring, and interpretation of various cognitive and instruments. Candidates will become familiar with various traditional and alternative definitions of intelligence, gain knowledge of the general rules for administration and scoring of a variety of standardized cognitive assessment measures. Candidates will demonstrate mastery in the administration and scoring of various cognitive assessment batteries e.g., most current Wechsler, Kaufman, and Woodcock-Johnson test batteries. Candidates will also be introduced to academic achievement measures associated with these cognitive assessment batteries.

**Prereq.:** EdS in SPSY Candidate.

**Coreq.:** SPSY 7501 and SPSY 7502.

**SPSY 7501 Dynamic Assessment Practicum in School Psychology 1 3 s.h.**

Supervised experience in the administration and scoring of cognitive and academic achievement assessment protocols utilizing the most current Wechsler, Kaufman, and Woodcock-Johnson test batteries. Candidates will demonstrate competence in recording observations, scoring assessments, generating hypotheses, and interpreting assessment results. Candidates are expected to share evaluation findings through presentations and written reports.

**Prereq.:** EdS in SPSY Candidate.

**Coreq.:** SPSY 7500 and SPSY 7502.

**SPSY 7502 Cognitive Ability, Observations Practicum 2 s.h.**

Through in-person and feedback from video recorded sessions, candidates will gain supervised experiences in the administration of various psycho-educational instruments. Candidates will demonstrate mastery through formal observations of their administration and scoring for various cognitive and academic achievement measures utilizing the most current Wechsler, Kaufman, and Woodcock-Johnson test batteries.

**Prereq.:** EdS in School Psychology Candidate.

**Coreq.:** SPSY 7500 and SPSY 7501.

**SPSY 7503 Dynamic Assessment 2 3 s.h.**

This course is designed to provide candidates with a theoretical foundation and the attainment of assessment skills in the areas of comprehensive academic achievement, perceptual-motor, language, social-emotional-behavioral, vocational, and adaptive behavior assessments. Other informal assessments will be included such as interviewing, observing, conducting record reviews, etc. Topics such as scoring, interpretation, integration, decision-making, and intervention design will be included.

**Prereq.:** EdS in SPSY Candidate, Candidates must have obtained a "B" or better and reached competence in SPSY 7500, SPSY 7501, and SPSY 7502.

**SPSY 7504 Behavior Assessment/Intervention Practicum 3 s.h.**

Candidates are provided with supervised practica experiences in school systems in each of the following areas: utilization of a systematic, ecological approach to child study; familiarization with a variety of child study approaches including individualized classroom management, instructional materials, and teaching methodology; and furthering experience with the role of the school psychologist as a consultant. SPSY 7504 requires practicum hours to be spent in activities related to observations, interviews, and the completion of a Functional Behavioral Assessment/Behavior Intervention Plan. Candidates must have obtained a "B" or better and reached competence in SPSY 7500, SPSY 7501, and SPSY 7502.

**Prereq.:** EdS in SPSY Candidate.

**Coreq.:** SPSY 75013 and SPSY 7505.

**SPSY 7505 Academic Assessment/Intervention Practicum 3 s.h.**

Candidates are provided with supervised practica experiences in school systems in each of the following areas: utilization of a systematic, ecological approach to child study; demonstrating competencies with respect to technology, diversity, collaboration, and professionalism; and conducting and participating in staffing procedures. SPSY 7505 requires practicum hours to be spent in the administration/interpretation of 7501 and 7503 assessment instruments and the completion of a comprehensive Multi-factored Evaluation Team report.

**Prereq.:** EdS in SPSY Candidate, Candidates must have obtained a "B" or better and reached competence in SPSY 7500, SPSY 7501, and SPSY 7502.

**Coreq.:** SPSY 7503 and SPSY 7504.

**SPSY 7506 Behavior Assessment Practicum 2 3 s.h.**

Candidates will collaborate in the development of both an FBA and BIP for a student in their practicum placement site through direct student observation, informal and formal data collection methods, progress monitoring, and collaboration with IEP team. Candidates will collaborate in generating hypotheses and in the development of individualized interventions, as well as examining effectiveness of interventions via progress monitoring. Candidates will analyze/interpret evaluation and intervention data through the completion of written reports (FBA, BIP, and ETR/RR, if applicable).

**Prereq.:** EdS in SPSY Candidate.

**Coreq.:** SPSY 7507.

**SPSY 7507 Principles of ABA in School Psychology 3 s.h.**

This course will develop and strengthen knowledge, understanding, and practical skills related to basic principles of applied behavior analysis (ABA) and behavior modification techniques. Candidates will gain knowledge of the principles and components imperative in conducting functional behavioral assessments (FBAs) and developing effective behavior intervention plans (BIP) in the educational environment. At the conclusion of this course, candidates will be able to construct a functional assessment interview (FAI), conduct an FBA utilizing appropriate data collection methodologies to address behavior(s) of concern, develop a BIP utilizing FBA data, select appropriate empirically supported intervention(s), and evaluate the effectiveness of implemented intervention(s).

**Prereq.:** EdS in SPSY candidate.

**Coreq.:** SPSY 7506.

**SPSY 7508 Principles of Neuropsychology For the School-Based Setting 3 s.h.**

The relationship of learning and brain function will be explored through awareness of neuropsychological processes, including normal and atypical development. The principles and practices of neuropsychology in the context of school-based settings will be explored, including assessment, identification, collaboration, research-based intervention, and rehabilitation for school-aged children with neuropsychological difficulties. Neuropsychology topics related to autism spectrum disorder (ASD) and low incidence disabilities will be emphasized.

**Prereq.:** EdS in SPSY Candidate, SPSY 7500, SPSY 7501, and SPSY 7502.

**SPSY 7509 Family, School, & Community Systems 3 s.h.**

This course helps candidates understand how school psychologists interact within and among various systems to identify patterns of needs; plan and implement individual, family, and system wide interventions; and conduct program evaluation. Candidates are expected to engage in various experiential activities to enhance their professional roles in the community and schools, and through their work with families.

**Prereq.:** Selected Candidate in Masters of Education in Intervention Services.

**SPSY 7510 Professional Development Seminar in School Psychology: Internship Preparation 1 s.h.**

This course is designed to prepare and ready school psychology candidates for their proposed internship assignment. Preparation tasks includes an overview of the internship experience, interviews with university and field supervisors/school administrators, discussions related to various internship expectations, coverage of time management principles required for the internship year, and various activities related to internship state licensure.

**Prereq.:** EdS in SPSY candidate.

**SPSY 7511 Professional Issues in School Psychology 3 s.h.**

This course involves various ethical and legal principles that have relevance to professional practice (i.e., assessing limits of competency, addressing potential dilemmas, utilizing available resources, coverage of landmark court cases, and understanding personal values and biases). Candidates are expected to fully understand and practice NASP Principles for Professional Ethics. Candidates are afforded the opportunity to review and practice various special education compliance mandates (i.e., timelines, documentation, parent rights, I.E.P development, etc.).

**Prereq.:** EdS in SPSY Candidate.

**SPSY 7512 Internship/Supervised Experience 1 6 s.h.**

Designed for those candidates who have been assigned a 1400-clock-hour internship in the state of Ohio under field and university supervision. 6 s.h. 6 s.h.

**SPSY 7513 Internship/Supervised Experience 2 6 s.h.**

Designed for those candidates who have been assigned a 1400-clock-hour internship in the state of Ohio under field and university supervision. 6 s.h. 6 s.h.

**SPSY 7514 Internship/Supervised Experience 3 3 s.h.**

Designed for those candidates who have been assigned a 1400-clock-hour internship in the state of Ohio under field and university supervision. 6 s.h. 6 s.h.

**SPSY 7515 Advanced Seminar in School Psychology 1 3 s.h.**

First of two-semester seminars (special topics related to school psychology internship, child study, serving low incidence populations, consultation, RTI and other topics related to the internship experience).

**Prereq.:** concurrent with SPSY 7512.

**SPSY 7516 Advanced Seminar in School Psychology 2 3 s.h.**

Second of two-semester seminars (special topics related to school psychology internship, child study, serving low incidence populations, consultation, RTI and other topics related to the internship experience).

**Prereq.:** concurrent with SPSY 7513.