

School Psychology

WELCOME!



**Universiteit
Leiden**
The Netherlands

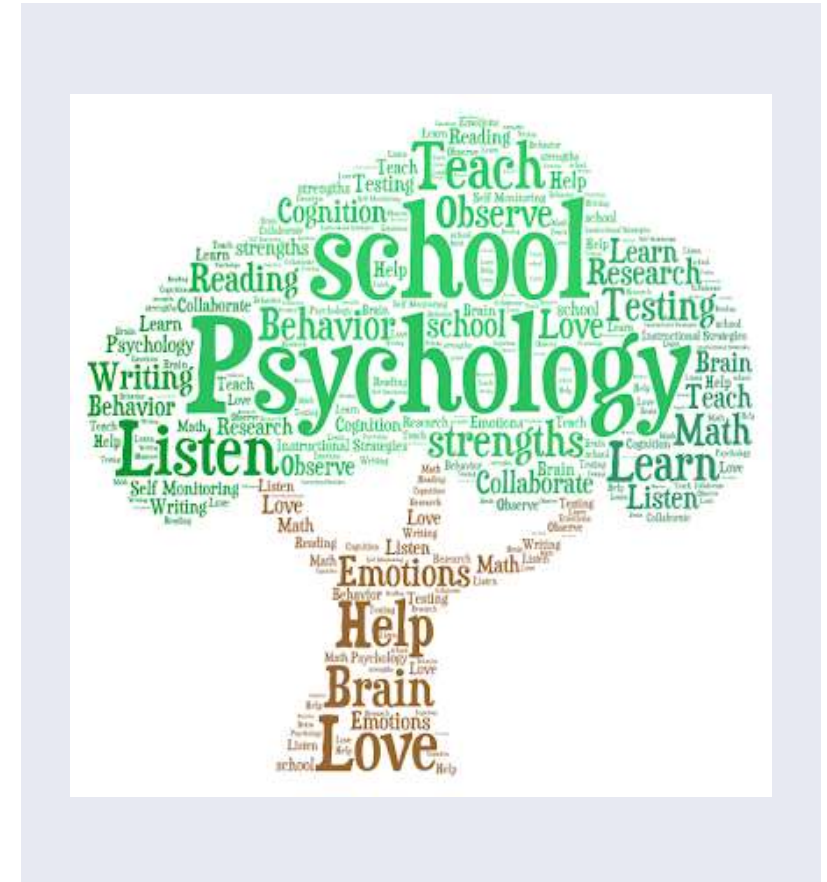
Developmental and Educational Psychology

Leiden University

Chair: Michiel Westenberg

Programme

1. Being a school psychologist
2. Master's programme
3. Opportunities after your graduation



School psychologist

1. Work with students/learners
2. Work with teachers
3. Work at the school level

- How can we help children reach their potential?
 - Learning (cognitive)
 - Well-being (social & emotional)

Students

- Assessment/diagnostics/screening
 - Cognitive functioning, learning disorders, executive functioning
 - Learning progression, developmental perspectives
- Treatment
 - Prevention
 - Intervention
 - Social skills, test anxiety, learning strategies
- Report
- Counselling, coaching
- Parents/caretakers

Teachers

- Advice
- Psycho-education
- Counselling
- Coaching
- Training
- Individual teachers or teams

School

- Administrators
- School boards
- Policy
- Advice

“The diversity of the work is a treat to me: it ranges from individual diagnostics and treatment of children, to advising the school board about policy, guiding school teams in implementing new methods, and coaching a novice teacher who has a very difficult class.”

Mathieu Peters, Praktijk de Schoolpsycholoog



Example



1. Work with students/learners
2. Work with teachers
3. Work at the school level

The master's programme

Four courses	4 x 5 =	20 EC
Master thesis		20 EC
Internship		20 EC or 10 EC
	Total	60 EC

Electives, e.g.

Advanced Child & Adolescent Psychiatry

[Several other options](#)

Courses

Fall Semester

- School-based Prevention and Intervention
- Educational Neuroscience

Spring semester

- Coaching in Inclusive Education
- Needs-based Assessment

Educational Neuroscience



Educational Neuroscience

Sabine Peters



Theory: Basic neuroscience, Neuroscience of learning, memory and executive functions; relevance of executive functions for school success; sleep, stress, peer relationships

Application: inattention and ADHD; disruptive behaviours

Skills:

- a. How to distinguish neuro-evidence from neuro-myths (knowledge and its communication)
- b. Diagnostic tools for neuropsychological assessments
- c. Training executive functions (i.e. working memory, cognitive control)

School-based Prevention and Intervention



School-based Prevention and Intervention (of Stress and Anxiety)

Esther van den Bos



Theory: General principles of developmental psychopathology, Prevention stages (primary, secondary and tertiary), What is the most effective approach to early prevention in the school context?

Application: Feelings of stress and anxiety over homework, taking exams, oral presentations, social interactions with peers and teachers, and hence: school absenteeism.

Skills

- Detecting feelings of stress and anxiety in students
- Designing psychoeducation sessions
- Applying basic techniques from school-based intervention programmes (e.g., social skills training, relaxation, mindfulness)

Coaching in Inclusive Education



Coaching in Inclusive Education

Bart Vogelaar

Theory: What is inclusive education, and how does it affect education at the three levels (school, teacher, student)? What is the role of a school psychologist in this context? What is coaching?

Application: Helping individual children and groups by means of teacher-focused intervention. Coaching skills in an educational context, communication skills, individual special needs, group dynamics, teacher-student interaction.

Skills:

- a. Coaching teachers working in an inclusive or diverse educational context;
- b. Providing advice on special educational needs of individual children;
- c. Communicating with other educational professionals in a school context.

Needs-based Assessment



Needs-based Assessment

Femke Stad



Theory: ‘needs-based’ and ‘transactional’ assessment

Application: Learning problems (e.g., dyslexia; intelligence)

Skills:

- a. How to proceed through the series of needs-based diagnostic stages
- b. How to use various assessment tools – standardized testing; observing and interviewing students, parents and teachers
- c. How to write an assessment report for the student and his/her teacher(s) and caretaker(s)

Master' Thesis Topics

Dynamic Testing

Learning potential

- Cognitive development
- Inductive reasoning
- Giftedness



Alexandra Marcoci

Winner 2017 Thesis Award

Social Anxiety & School Refusal

- EEG characteristics
- Rumination after public speaking
- Social media usage
- Student motivation

Emotional Development

- Language deficiency
- Social relations

Brain & Development

Cognitive-developmental neuroscience

- Sleep, executive functioning and externalizing behavior
- Decision making under uncertainty

Internship

External Internship (10 EC or 20 EC)

- 20 EC: basic accreditation psychodiagnostics (BAPD)
(for post-master school psychology and mental health care – GZ)
- Intervision meetings at university

Internal Practical Internship (10 EC)

- Advice and psycho-education for teachers of gifted learners

Research Internship (10 EC)

Internship positions

- Practices for school psychologists
- Practices for developmental psychologists (Basis GGZ / Specialistische GGZ)
- Practices for remedial educationalists
- Practices for diagnostics and remedial teaching
- Centres of expertise for (and within) special secondary education (speciaal voortgezet onderwijs)
- Special education (primary and secondary)
- School advisory services (schoolbegeleidingsdiensten)
- Regional educational collaborations (samenwerkingsverbanden bo/vo)
- International schools
- Council for international schools
- Psychology practices for expat children

After your graduation

- Regular Primary and Secondary Education
- Special Primary and Secondary Education
- School Advisory Services ('schoolbegeleidingsdienst')
- Regional educational collaborations (samenwerkingsverbanden)
- Practices for developmental and educational psychologists
- Independent coach, trainer, consultant
- Municipal or National Government (general policy)
- PhD position

Post-master Training School Psychology

Basic Accreditation Psychodiagnostics (*'basisaantekening psychodiagnostics'*), Dutch Association of Psychologists (NIP)
www.psynip.nl/registratie/basisaantekening-psychodiagnostics-bapd

2-year Postmaster Training, RINO Amsterdam/Nijmegen
(comparable to GZ-training) www.rino.nl / www.spon.nl

NIP Accreditations www.psynip.nl/registratie/kwaliteitsregister-jeugd

ISPA Accreditations www.ispaweb.org/accreditation/

Student for a day (Meeloopdagen)

- More information can be found at the stand in the central hall

School Psychology

Key staff: Esther van den Bos (coordination), Sabine Peters, Femke Stad, Bart Vogelaar



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