School Psychology

WELCOME!

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
<table>
<thead>
<tr>
<th>Course</th>
<th>EC</th>
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</thead>
<tbody>
<tr>
<td>Four courses</td>
<td>20 EC</td>
</tr>
<tr>
<td>Master thesis</td>
<td>20 EC</td>
</tr>
<tr>
<td>Internship</td>
<td>20 EC or 10 EC</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>60 EC</strong></td>
</tr>
</tbody>
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*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

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

Alexandra Marcoci
Winner 2017 Thesis Award

Discover the world at Leiden University
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 psychodiagnostiek’), Dutch Association of Psychologists (NIP)  
www.psynip.nl/registratie/basiaaantekening-psychodiagnostiek-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

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