CNCSP 209A–Section 11: School Psychology Research Seminar – Dr. Sharkey

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Website: www.education.ucsb.edu/sharkey
Office Hours: By appointment
Research Office: ED 2228

When: Joint Meetings Fridays (12:00-12:50)
Individual Meetings Friday Half Hour Increments

Where: Dr. Sharkey’s Research Office (ED 2228)

Research Areas: School Psychology, Psychoeducational Assessment and Intervention, Antisocial Behavior, Juvenile Delinquency, Emotional and Behavioral Disorders, Developmental Psychopathology, Risk and Resilience, School Violence, Student Engagement, Measurement

Requirements: Research activities will vary considerably from week to week and from faculty to faculty. It is my expectation that research team members will commit to a minimum of 4-6 hours per week to engage in meaningful research tasks. My goal is to provide structured involvement with ongoing research projects and create new opportunities based on team interest. Activities will be selected from the following important areas that are not covered through other coursework.

- Literature Review and Manuscript Development
- Grant Application and Management
- Human Subjects Institutional Review Board
- Qualitative Research
- Quantitative Analysis
- Basic Statistical Application
- Report Writing including Charts and Graphs
- Logic Model Development
- Community Needs Assessment
- Secondary Data Analysis

Research with Human Subjects: To engage in research at UCSB, you must be trained in how to handle human subjects. To Login and complete the training module, please go to: http://hstraining.orda.ucsb.edu/Login.htm
You can use the following id: GSED-SH-JI-087
Please include my name as your faculty sponsor.

**Grading:** Your engagement in research activities will determine whether or not you pass this class. Completing tasks in a timely and accurate manner, asking questions, and taking initiative are examples of desired engagement.

**Course Evaluations:** Unfortunately, course evaluations are only given once, at the end of the year. In order to receive and integrate feedback to the benefit of the class, and give students the best experience possible, I would appreciate direct and timely feedback. I will also request feedback near the end of each quarter.

**Class Format:** In class we will review class assignments and discuss research issues. In addition, we will use class time for informal discussion related to the program, practice of being a school psychologist, and general advising.

**Topics:** Class activities will be designed to expose you to a variety of research activities and skills. Assignments will reflect actual grant and contract demands as well as assignments to learn specific tasks. In addition, your initiative is welcome. As typical with research, there will be weeks when you have little research to do and other weeks when a significant task is needed. Be flexible and you will get the most out of your experience.

**Writing Skills:** You are responsible to use APA style for all writing projects. Your writing will be evaluated for your ability to communicate clearly, concisely, and correctly. If a particular student’s writing is weak, the student may be referred to writing tutoring as stellar written communication is essential for success as a school psychologist. Please reference the following texts to enhance your written work.


**Special Needs:** Please let me know if you have any unique or special needs that would benefit from accommodations.

**Current Projects**

School psychologists are involved in research at various levels from investigation of theoretical concepts to community needs assessment to program evaluation. I am engaged in the following projects that meet personal interests in pursuing research questions as well as local community needs.

**Safe Schools/Healthy Students Evaluation – Santa Maria***

Evaluation of local implementation of an enhanced, coordinated, comprehensive plan of activities, programs, and services to promote healthy childhood development and prevent violence, alcohol, and other drug abuse.

Status: Active Grant.

Student Opportunities: data collection, data management & entry, fact sheet development, report development, developing research questions
AOD Strategic Plan Outcomes Evaluation***
To assist Santa Barbara County Alcohol, Drug, & Mental Health Services in the identification and measurement of outcome indicators for the Alcohol and Drug Program Strategic Prevention Plan’s Implementation.
Status: Active Grant: Youth Survey data collection, completing annual report
Student Opportunities: youth survey data entry, analysis, reporting; research questions and report development; potential conference/paper topic depending on data match

South Coast Task Force on Youth Gangs***
The SCTFYG is working to identify which youths are involved in gangs and provide them with case management services to augment services provided by probation and help support their prosocial involvement in the community.
Status: Revising MOUs, Consent forms, Release of Information forms, and IRB application materials.
Student Opportunities: IRB application; database maintenance; data merging, analysis, and reporting. Possible literature updates and publications down the road.

Probation Realignment AB 109**
The purpose of Criminal Justice Realignment is to evaluate changes to the criminal justice system required by AB 109. The evaluation will inform transformation of the local criminal justice system into a systemic approach to service delivery. This will involve creating a visual flow chart of the criminal justice system, identifying points where data can be collected, and using continuous management of data to identify strengths and weaknesses in the system. Evaluators will also examine two processes in depth: a group process evaluation of Drug Court and a descriptive evaluation of the public defender program. Goals include building capacity through less restrictive options thereby reducing reliance on incarceration and identifying ways to improve the efficiency of the criminal justice system.

Probation Recidivism SB 678**
The purpose of Reduction of Parolee Recidivism with Local Probation Practices (Recidivism), through the evaluation requirement of SB678, is to improve local probation practices and reduce parolee recidivism. Three target populations will be evaluated: Gang Offenders, HOPE participants, and Re-entry supervision and supervision from jail. These Probation clients will receive Santa Barbara County Probation (Probation) services designed to decrease criminal thinking, reduce drug and alcohol dependence, reduce criminal reoffending, improve mental health, and improve functioning in the community.

Bridges to Recovery (B2R)**
Santa Barbara County’s Bridges to Recovery (B2R) Program offers a coordinated, multi-agency approach to juvenile offender reentry for high-risk male youth with substance abuse and/or co-occurring disorders. The program provides community-based, culturally appropriate substance use treatment, mentorship and home visiting case management designed to build family participation and support youth through their recovery and reentry process.
**Discipline: Impact of Suspension/Expulsion and Alternatives**
I am interested to focus attention on the impact of suspension and expulsion strategies and explore alternatives.
Status: Potential to collaborate nationally, identifying target for data collection
Student Opportunities: Update literature, other TBD

**Analysis of the SBARA2 and Development of a Screener**
Santa Barbara Probation Department (SBPD) implemented the Santa Barbara Assets and Risks Assessment in 2003. Ongoing analyses are designed to monitor the ability of the screener to predict recidivism.
Status: manuscript development
Student Opportunities: updating literature search/reviews

**Impact of Social Support Sub-Categories on the Relation between Bully Victimization and Depression**
Research has demonstrated that social support can impact the relation between bullying victimization and depression. However, subtypes of social support have not been examined independently. We have an existing dataset that can be analyzed to answer this question.
Status: Manuscript preparation when ready
Student Opportunities: updating literature/reviews, conference presentation, potential manuscript involvement

**School-Based Projects**
The following schools have projects that you can get involved with if you want to take more of an independent and/or leadership role in designing and implementing a project.
El Puente – positive behavior support with students in a court and community school
San Marcos High School – three tiers of intervention to address academic and behavioral concerns
Peabody Elementary School – possible prevention activities at this Charter School.

***primary tasks of the research group
**contracts with Merith Cosden with separate meetings
### Quarterly Tasks - Fall 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Type</th>
<th>Estimated Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 28</td>
<td>Joint</td>
<td>Introductions &amp; Overview</td>
</tr>
<tr>
<td>October 5</td>
<td>Joint</td>
<td>Article Review &amp; Interest Write-up</td>
</tr>
<tr>
<td>October 12</td>
<td>Joint</td>
<td>Project Updates</td>
</tr>
<tr>
<td>October 19</td>
<td>Individual</td>
<td>Project Updates</td>
</tr>
<tr>
<td>October 26</td>
<td>CASP</td>
<td>Go to CASP</td>
</tr>
<tr>
<td>November 2</td>
<td>Joint</td>
<td>Project updates</td>
</tr>
<tr>
<td>November 9</td>
<td>Individual</td>
<td>Project Updates</td>
</tr>
<tr>
<td>November 16</td>
<td>Joint</td>
<td>Project Updates</td>
</tr>
<tr>
<td><strong>November 23</strong></td>
<td><strong>Holiday</strong></td>
<td><strong>Thanksgiving</strong></td>
</tr>
<tr>
<td>November 30</td>
<td>Joint</td>
<td>Project Updates</td>
</tr>
<tr>
<td>December 7</td>
<td>Joint</td>
<td>Project Updates</td>
</tr>
</tbody>
</table>

1. South Coast Task Force Youth Gangs
2. ADMHS Youth Survey (Chris Lead – Ashley support)
3. SS/HS
   a. CCR Data Management (Eui Lead)
      i. Data tracking, entry, and management
      ii. Data Reporting
### Quarterly Tasks – Winter 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Type</th>
<th>Estimated Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Program Interviews</td>
<td>No Meeting</td>
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<tr>
<td>January 18</td>
<td>Individual</td>
<td>Individual</td>
</tr>
<tr>
<td>January 25</td>
<td>Joint</td>
<td>Yard Duty Project</td>
</tr>
<tr>
<td>February 1</td>
<td>Joint</td>
<td>Yard Duty Report Due</td>
</tr>
<tr>
<td>February 8</td>
<td>Joint</td>
<td>Yard Duty Training; Article Reviews</td>
</tr>
<tr>
<td>February 15</td>
<td>No Class</td>
<td>NASP</td>
</tr>
<tr>
<td>February 22</td>
<td>Joint</td>
<td>Yard Duty Training</td>
</tr>
<tr>
<td>March 1</td>
<td>Joint</td>
<td>Yard Duty Training</td>
</tr>
<tr>
<td>March 8</td>
<td>Joint</td>
<td>Yard Duty Training</td>
</tr>
<tr>
<td>March 15</td>
<td>Joint</td>
<td>Yard Duty Training Delivery</td>
</tr>
</tbody>
</table>

1. Yard Duty Project  
   a. Report  
   b. Training  

2. South Coast Task Force Youth Gangs - TBD  
   a. Consultation  
   b. Grant Writing  

3. Article Reviews due February 8th  
   a. International Journal of Sociology and Anthropology  
      i. *Why American Boys Join Street Gangs*  
      ii. Chris and Leandro  
   b. Journal of Adolescence  
      i. *The measurement of reflective function in adolescents with and without borderline traits*  
      ii. Kayleigh  
   c. Journal of School Violence  
      i. *Linking psychopathy and school aggression in a non-clinical sample of adolescents*  
      ii. Ashley  

4. Research on School Violence – analysis of literature  
   a. Late Winter & Spring project  
   b. Separate meetings  
   c. Leandro & Chris
## Quarterly Tasks – Spring 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Type</th>
<th>Estimated Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 5</td>
<td>Joint</td>
<td>Updates &amp; Yard Supervisor Project</td>
</tr>
<tr>
<td>April 12</td>
<td>Individual</td>
<td>JSV Analysis &amp; Doctoral Projects</td>
</tr>
<tr>
<td>April 19</td>
<td>Joint</td>
<td>Updates &amp; Yard Supervisor Project</td>
</tr>
<tr>
<td>April 26</td>
<td>No Class</td>
<td>No Class</td>
</tr>
<tr>
<td>May 3</td>
<td>Individual</td>
<td>JSV Analysis &amp; Doctoral Projects</td>
</tr>
<tr>
<td>May 10</td>
<td>Joint</td>
<td>Updates &amp; Yard Supervisor Project</td>
</tr>
<tr>
<td>May 17</td>
<td>Individual</td>
<td>JSV Analysis &amp; Doctoral Projects</td>
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<td>May 24</td>
<td>Joint</td>
<td>Updates &amp; Yard Supervisor Project</td>
</tr>
<tr>
<td>May 31</td>
<td>Individual</td>
<td>JSV Analysis &amp; Doctoral Projects</td>
</tr>
<tr>
<td>June 7</td>
<td>Portfolio Reviews</td>
<td>Portfolio Reviews</td>
</tr>
</tbody>
</table>

1. Yard Duty Project
   - Follow-up
2. South Coast Task Force Youth Gangs
   - Consultation
   - Grant Writing
3. Research on School Violence – analysis of literature
   - Spring project
   - Separate meetings
   - Leandro & Chris
4. Bullying Intervention Table
   - Team
5. Ashley Discipline Project