

Practicum in Psychoeducational Assessment

Psychology 6951

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Office Hours: 8:30-9:30TTH
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The practicum is for school psychology graduate students. Prerequisites: Psyc 6409 & 6410.

Course Objectives:

The practicum experience is designed to provide supervised training experiences, two-days per week, with children in the public school setting. Specific objectives are:

1. the administration and interpretation of individual psychological instruments,
2. utilization of multidimensional concepts of intelligence,
3. the preparation of written reports including strengths and weaknesses
4. participation in the multidisciplinary team decision-making,
5. effective communication with teachers,
6. demonstrate awareness of cultural diversity and student needs,
7. follow NASP ethical guidelines in the delivery of school psychological services and work in a professional manner, and
8. participation in school psychology shadowing.

Competencies and corresponding NASP Domains:

Based on the course objectives, the school psychology graduate student is expected to demonstrate specific competencies that meet the follow NASP domains:

1. skill in administration, scoring, and interpretation of psychoeducational instruments.

This competency applies to NASP **Domain 1: Data-Based Decision Making** - School psychologists must be able use assessment strategies, gather information and define current problem areas, strengths, and needs for individuals, groups, and systems

2. skill in using computers to score and integrate data, prescribe interventions, and produce psychological reports.

This competency applies to NASP **Domain 11: Technology** - School psychologists need to be familiar with and able to evaluate the appropriateness of various technologies that may impact the practice of their profession.

3. the ability to apply multifaceted psychological assessment procedures in the identification of psychoeducational needs of regular and exceptional children.

This competency applies to NASP **Domain 1: Data-Based Decision Making** - School psychologists must be able use assessment strategies gather information and define current problem areas, strengths, and needs for individuals, groups, and systems and **Domain 5: Student Diversity in Development and Learning** - School psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds.

4. familiarity with a variety of psychoeducational procedures including screening, standardized instruments, informal assessment measures, observation, and behavioral evaluations with explicit regard for the context and setting in which the assessment takes place

This competency applies to NASP **Domain 5: Student Diversity in Development and Learning** - School psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds.

5. a knowledge base of placement issues, especially as related to least biased assessment for the culturally different or minority child

This competency applies to NASP **Domain 1: Data-Based Decision Making** - School psychologists must be able use assessment strategies, gather information and define current problem areas, strengths, and needs for individuals, groups, and systems and **Domain 5: Student Diversity in Development and Learning** - School psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds.

6. an ability to conceptualize student problems from various viewpoints showing an awareness of cultural and ethnic influences on behavior.

This competency applies to NASP **Domain 5: Student Diversity in Development and Learning** - School psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds.

7. a knowledge of assessment standards which follows professional, ethical, legal, and due process rights of the client

This competency applies to NASP **Domain 10: Legal, Ethical Practice and Professional Development** - School psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties.

8. the ability to integrate test and nontest data and the ability to communicate these findings to appropriate parties through both oral and written communication.

This competency applies to NASP **Domain 2: Interpersonal Communication, Collaboration and Consultation** - School psychologists must have the ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level.

9. the ability to apply state/federal eligibility guidelines for special education to actual cases.

This competency applies to NASP **Domain 10: Legal, Ethical Practice and Professional Development** - School psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties.

10. an understanding of intra- and inter-individual differences.

This competency applies to NASP **Domain 1: Data-Based Decision Making** - School psychologists must be able use assessment strategies, gather information and define current problem areas, strengths, and needs for individuals, groups, and systems

11. an understanding of the role and function of the school psychologist.

This competency applies to NASP **Domain 2: Interpersonal Communication, Collaboration and Consultation** - School psychologists must have the ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level.

12. an understanding of a student's profile of strengths and weaknesses and corresponding remedial strategies.

This competency applies to NASP **Domain 3: Effective Instruction and Development of Life Competencies** - School psychologists must be able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals; and **Domain 4: Socialization and Development of Life Competencies** - School psychologists must be able to develop challenging but achievable behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

13. adherence to NASP ethical guidelines in performing the practicum requirements.

This competency applies to NASP **Domain 10: Legal, Ethical Practice and Professional Development** - School psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties.

Required Texts:

Kaufman, A.S. & Kaufman, N. L. (Eds). (2002). *Essentials of WJ III Abilities Assessment*. New York: John Wiley & Sons.

Mather, N. & Jaffe, L. E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York, NY: John Wiley & Sons, Inc.

Essentials of Interpretations: Woodcock-Johnson Psycho-Educational Battery-III. (2001). Chicago, Il. ,Riverside Publishing: Author

Schrank, F. A, & Flanagan, D. P. (2003). *WJ III Clinical Use and Interpretation*, Academic Press.,

Recommended Texts

American Psychological Association (2001). *Publication Manual of the American Psychological Association, (5th Edition*. APA: Author

Sattler, J. (2002) *Assessment of children: Cognitive Applications (4th ed.)*. San Diego, CA.: Jerome Sattler Publishing Co.

Sattler, J. M. (2002). *Assessment of children: Behavioral & Clinical Applications*. (4th ed.). San Diego, CA: Jerome Sattler Publishing Co.

Kamphaus, R. & Frick, P. J. (2002). *Clinical assessment of child and adolescent personality and behavior*. (2nd Ed.). Needham Heights, Ma: Allyn and Bacon.

Kamphaus, R. (2002). *Clinical assessment of children's intelligence*. Needham Heights, Ma: Allyn and Bacon.

Lane, K. L. & Beebe-Frankenberger, M. (2004). *School-based interventions: The tools you need to succeed*. Boston, MA: Pearson Education, Inc.

*North Carolina State Department of Public Instruction. (2004). *Procedures governing programs and services for children with special needs*. Raleigh, NC. \$10.00 hard copy. URL:<http://149.168.35.203/Lasso.acgi?-database=publications%5fcatalog&-layout=main&-response=publications%5fcatalog%2fnew%5fdetailed%5fitem%5fview.html&-recid=123&-search>

Kaufman, A.S. & Lichtenberger, E. O. (2002). *Assessing Adolescent and Adult Intelligence (2nd Ed.)* Needham Heights, Ma: Allyn and Bacon.

McGrew, K. S. & Flanagan, D. P. (1998). *The Intelligence Test Desk Reference*, Needham Heights, Ma: Allyn and Bacon.

Mercer, C. D. & Mercer, A. R. (1989). *Teaching students with learning problems (3rd. ed.)*. New York: MacMillian Publishing.

Selected Topics:

Outline:

1. Introduction to the Diagnostic Supplement to the WJ3 Tests of Cognitive Ability; Handouts, Ch. 14 Kaufman
 2. Review of state/federal eligibility guidelines for special education. (NC SDPI procedures manual).
 3. Multicultural Assessment and Test Bias in Psychological assessment (Chs. 19 & 20, Sattler).
 4. Computers: use and dangers in diagnosis, Ethics in testing (Kamphaus, Ch. 17).
 5. Report writing and oral reporting (Kamphaus, Ch. 8; Sattler, Ch. 21)
 6. Remedial strategies overview (Mather, Mercer,)
- 7 -8 . Selected psychoeducational measurement review: Students will receive instruction in the following tests:
 Jordan Left - Right Reversal Test
 Slingerland Screening Test for Children with Language Disorders
 Reynolds Intellectual Ability Scale (RIAS)
 ABAS II Adaptive Behavior Scales-2: student edition
 Selected instrument/rating scales such as the BASC
- 9-10 Students will receive expanded instruction in diagnostic interpretation of the following tests:
 Wechsler Intelligence Scale for Children – IV
 Bender Gestalt Visual Motor Test – updated norms
 Woodcock Johnson Psychoeducational Battery – RPI index interpretation
- 11-12 Students will receive expanded instruction in the Cattell-Horn Fluid and Crystallized intelligence theory and Cross-Battery assessment, Chs. 13 & 14, MCGrew & Flanagan.

Course Requirements:

1. Completion of assigned readings.
2. Completion of a minimum of 5 WJ3 Cogs/Supplementals & reports.
2 completed by October 26, 2006
3. Completion of a minimum of 10 psychoeducational evaluations in the school setting – WJ3, DAS, WISC IV, and WAIS3 aptitude: WJ3, WIAT, and DAB3 achievement; visual motor; adaptive behavior/BASC.
3 completed by October 26, 2006 and a total of 5 completed by December 10, 2006
4. Selected administration of visual-motor tests (Bender, VMI, others; WCST, TMT, LD screeners, etc.
5. Review and correction of 15 psychoeducational reports.
7 completed by December 10, 2006
6. Attendance and descriptive write up of two IEP Committee meetings held in the School setting (one due by December 1, 2006).
7. Participation in the schools: observation, evaluation, teacher interaction.
8. Attendance at weekly class meetings.

Grading:

1. WJ3 Tests of Cognitive Abilities, Revised: Analysis of Reports: 25%
2. Evaluation of school test batteries and psychoeducational reports: 50%
3. Class participation/presentations/School Psychology Shadowing: 25%

Emergency Information and Procedures

In the event of a weather emergency, information about ECU can be accessed through the following sources:

ECU emergency notices <http://www.ecu.edu/alert>

ECU emergency information hotline: 252-328-0062

ADA Disability Services

Disability services are available through the ECU office of Disability Services. East Carolina University seeks to fully comply with the Americans with Disability Act (ADSA). Students requesting accommodations based on a covered disability must go to the Department of Disability Support Services, located in Brewster A-114, to verify the disability before any accommodations can occur. The telephone number is 252-328-6799.