

PSY 562 - Practicum in Psychological Assessment

Spring, 2020

TR: 9:35 – 10:55

GRH 1065

Professor:

Carl Myers, Ph.D.

GRH 3013

Office Phone: 745-4410

Office Hours: As posted/by appointment

Course Description:

Supervised experience in the administration and interpretation of instruments and practices used in the assessment of intellectual abilities and learning problems in educational or clinical settings. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

Textbook:

- Whitcomb, S. A. (2018). *Behavioral, social, and emotional assessment of children and adolescents* (5th ed.). New York, NY: Routledge.

Required Readings: (on Blackboard)

- Doll, B., Cummings, J. A., & Chapla, B. A. (2014). Best practices in population-based school mental health services. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Systems-level services* (pp. 149-163). Bethesda, MD: National Association of School Psychologists.
- Frey, J. R., Elliott, S. N., & Miller, C. F. (2014). Best practices in social skills training. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Student-level services* (pp. 213-224). Bethesda, MD: National Association of School Psychologists.
- Layne, C., Greeson, J., Ostrowski, S., Kim, S., Reading, S., Vivrette, R...Pynoos, R. (2014). Cumulative trauma exposure and high risk behavior in adolescence: Findings from the national child traumatic stress network core data set. *Psychological Trauma: Theory, Research, Practice, and Policy*, 6, S40-S49.
- Noltemeyer, A. L. (2014). Best practices in fostering student resilience. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Student-level services* (pp. 225-237). Bethesda, MD: National Association of School Psychologists.
- Other readings as assigned in class.

Learning Outcomes and NASP Standard(s):

1. Students will be able to demonstrate an advanced level of ability in selecting and using a variety of assessment methods and instruments in order to identify strengths and needs, measure student progress, and evaluate services that support the student's growth. **(NASP 2.1)**
2. Students will be able to link assessment outcomes with intervention strategies to promote social emotional learning and effective functioning for students with diverse characteristics. **(NASP 2.1, 2.4)**

3. Students will be able to demonstrate skills to evaluate and apply research in their use of various assessment and intervention techniques. **(NASP 2.1, 2.9)**
4. Students will extend their assessment skills to obtain a broad view of the student's developmental functioning and extend those skills to the preschool level. **(NASP 2.1, 3.1)**
5. Students will learn effective means of interpreting and communicating assessment and intervention information, both orally and in written reports, to other professionals and parents. **(NASP 2.1, 2.4)**

Course Requirements:

The 562 practica will focus on learning and practicing various social-emotional assessment and intervention techniques useful in a school setting. This is a faculty supervised practica experience so whether you are seeing a child in our clinic or in a school setting, you need to let me know dates and times. **It is your responsibility to let me know when you plan to evaluate a child with as much advanced notice as possible.** Please email me with that information so we both have a record of it. It is best to let me know when you plan to schedule a session before you schedule it; re-scheduling may be necessary if you schedule an appointment and there are no other faculty members available at that time.

(1) Presentation of a Behavior Rating Scale (NASP 2.1, 2.4):

You will randomly be assigned to present on a behavior rating scale or social-emotional assessment instrument with the purpose of teaching your classmates all about the instrument (e.g., background, intended uses, administration and scoring procedures, results it provides) and its usefulness in assessing social-emotional skills.

(2) Administration of Rating Scales (NASP 2.1, 2.4, 3.1):

We will cover (and you will administer and/or score) various adaptive behavior scales and behavior rating scales. You must administer the following to a parent of a child and video-record it:

Vineland Adaptive Behavior Scales-3 (interview edition)

You will score mock protocols of the following scales:

Adaptive Behavior Assessment System-3 (ABAS-3)

Vineland Adaptive Behavior Scales –3 (classroom edition)

Behavior Assessment System for Children-3rd edition (BASC-3)

Conners Rating Scale - 3

Achenbach Child Behavior Checklist (CBCL)

For each scale, you will turn in the completed and scored protocol. In addition to writing up the results of the parent interview version of the Vineland, you will also turn in three "reports," each based on the results of the ABAS-3, BASC-3, and the CBCL. The reports will consist of a written interpretation of the results - a "complete" report is not necessary. You will receive feedback on the protocols and reports and whether you "pass" or are required to revise the report or redo the scoring and report for another scale. Turning in protocols late and having to repeat a rating scale scoring or write-up will result in a loss of points. Protocols will be examined for scoring accuracy and completeness while written summaries will be evaluated for clarity and accuracy.

(3) Preschool Assessment: (NASP 2.1, 2.4, 3.1)

At this point, you should have a good grasp on how to learn to administer a standardized test. Thus, this part of the practicum course is intended to help generalize your assessment skills to preschoolers. Thus, you will complete a five-area assessment on a preschool-aged child (i.e., aged 3, 4, or 5 years). Specifically, the five areas included in a Developmental Disability classification: cognition, communication, motor development, social-emotional development, and adaptive behavior. You will write up a report of your evaluation.

You need to practice the administration of any standardized tests before actually administering them to the referred child. The cognitive test should be video-recorded. The administration must be relatively flawless (no major errors) or you will need to do all or part of the test again, at my discretion. Hopefully, we can practice on children from a local Head Start program again this year. However, if we are unable to have that access, you may need to find a preschooler (ages 3 – 5 years) on your own. If that happens, do not assess children who (a) are receiving, or being considered for, special education services, (b) are related to you, or (c) attend the school where you have field-based practicum (Psy 662) experiences.

(4) Quizzes (NASP 2.1, 2.4, 2.9):

Short multiple-choice quizzes will be given over assigned readings.

(5) Social-Emotional Interventions (NASP 2.4):

You will be selecting and reviewing a social-emotional learning intervention for children and presenting it in detail near the end of the semester. More information will be provided during class.

(6) Professional Behaviors:

Points for professional behaviors are given for active learning, a concerted effort, and being professional. I will be evaluating how much of an effort you are putting forth to learn. Sloppy work, procrastination, use of your phone in class, difficulty "passing" rating scale scoring/reports, etc. will count against you. Being professional is loosely defined by behaviors such as getting along with colleagues (here and in the schools), being on time for classes and appointments, turning in assignments in a timely fashion, upholding confidentiality of clients, behaving ethically, dressing appropriately, and being courteous to your fellow graduate students with materials, room reservations, etc.

Grades:

<u>Activities</u>	<u>Approximate Point Value (may change)</u>
Presentation of a rating scale	20
Administration of parent Vineland	20
Scoring of 5 behavior rating scales	20
Behavior rating scale reports (3)	30
Assessment of preschooler and report	100
Quizzes over readings	50
Social-emotional intervention presentation	50
Final exam	50
Professional behaviors	15

Assignment of grades will be based on percent of points earned with cut-offs at 90%, 80%, etc.

Course Topics/Schedule:

This is a tentative schedule related to both topics and dates. You will be kept informed of updates in class meetings or on Blackboard.

Jan. 28: Overview of course; overview of social-emotional assessment; social-emotional assessment related to cultural diversity. *(Read Chapters 1 & 2 of Whitcomb textbook.)*

Jan. 30: Conceptual and general assessment strategies of preschoolers.

Feb. 4: Cognitive assessment of preschoolers

Feb. 6 & 11: Adaptive behavior

Feb. 13: Social emotional assessment *(Chapters 13 & 14)*

Feb. 18 & 20: No class – NASP conference

Feb. 25 & 27: Behavior rating scales *(Chapters 5 & 8)*
Student presentations of behavior rating scales

March 3: Communication: Overview and assessment

March 5: Motor skill assessment of preschoolers

March 10 & 12: No class - spring break

March 17: Preparing for your assessments

March 19, 24, 26, & 31: Preschool evaluations

April 2: Discussion of evaluations

Preschool assessment report due.

April 7 & 9: Universal screening in schools. *(Chapter 15; Doll et al., 2014)*

April 14 & 16: Risk and resilience; trauma and trauma-informed care. *(Layne et al., 2014; Noltemeyer, 2014)*

April 21: Interviewing techniques. *(Chapter 6)*

April 23 & 28: Assessment of specific types of disorders. *(Chapter 12)*

April 30, May 5 & 7: Social-emotional learning interventions.

May 11: 1:00 – 3:00 Final Exam

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.