

Winthrop University School Psychology Program
PSYC 608, Psycho-Educational Assessment for Intervention I
Spring 2016
Syllabus

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Class Meets: Thursday
 12:30–3:15, 4-5:30 pm
 111 Kinard

Office Hours: Tue, Thur 9–12, or by appointment

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Web Resource Page: <https://dl.dropboxusercontent.com/u/6546068/PSYC608/index.html>

Course Description: This three credit hour graduate course is the first in a sequence of three courses in psycho-educational assessment required by the School Psychology Program. Students will study measurement theory and various assessment models and methods. PSYC 608 requires the application of assessment techniques to instructional problem solving for academic referrals in grades K–5. Students will learn to address referral concerns, conduct comprehensive but efficient evaluations, integrate and interpret assessment results, convey results in oral and written form, and provide practical data-based recommendations

Course Objectives:

Objectives and outcomes	Assessment Methods
1. Understand contemporary and emerging theories of cognitive abilities.	Class discussions, exam, final exam question
2. Become familiar with, and develop professional opinions about, current issues in psycho-educational assessment.	Class discussions, exam, final exam question
3. Understand and use psychometric principles to evaluate and select test instruments.	Exam, test presentations, final exam question
4. Administer, interpret, integrate and report the results of various measures of cognitive ability, academic achievement, adaptive behavior and social/emotional functioning of elementary school-age students. Demonstrate ability to establish rapport with students during test sessions.	Scoring exercises, practice assessments, test interpretation/report writing exercises, comprehensive evaluation reports of simulated cases, videotaped test administrations, final exam question
5. Understand and accommodate the assessment needs of culturally and linguistically diverse children.	Test interpretation and report writing exercises, casebook discussions, final exam question
6. Use assessment results to identify the strengths and needs of, understand problems of, and evaluate the progress of, elementary school-age students.	Test interpretation and report writing exercises, simulations
7. Use assessment results to develop and recommend evidence-based interventions for academic problems.	Simulated comprehensive evaluations. Folio will include a compilation of evidence-based interventions which will be graded.
8. Communicate with parents and teachers, both orally and in writing, so that assessment results, interpretations, and recommendations are comprehensible, practical and useful. Use interpersonal skills to establish rapport with parents and teachers.	Evaluation reports, simulated feedback conference
9. Acquire and apply technological skills to the psycho-educational assessment process including word processing templates, internet use, spreadsheets, and computer scoring software.	Folio will include products demonstrating skills attained along with a list of useful web sites.
10. Demonstrate understanding and application of ethical and best practice standards relevant to psycho-educational assessment.	Quizzes, discussion of casebook scenarios, final exam question.

Global Learning Statement

The global learning components of this course are reflected in the objective “Understand and accommodate the assessment needs of culturally and linguistically diverse children.” To that end, students read a chapter on

assessment of culturally and linguistically diverse children, participate in a lecture on language acquisition and complete a simulated psychoeducational assessment of a student who is an English language learner.

Required Textbooks:

1. Kranzler, J. H. & Floyd, R. G. *Assessing Intelligence in Children and Adolescents*. New York: Guilford.
2. Thomas, A. & Grimes, J. (Eds.) (2014). *Best Practices in School Psychology VI*. Bethesda: National Association of School Psychologists. A set will be on reserve in the School Psychology Program library but may not be removed from the department.
3. Brunnert, K. A., Naglieri, J. A., & Hardy-Braz, S. T. (2009). *Essentials of WNV Assessment*. Hoboken, NJ: Wiley.
4. Lichtenberger, E. O. & Breaux, K. C. (2010). *Essentials of WIAT-III and KTEA-II Assessment*. Hoboken, NJ: Wiley.

Assessment Measures: The following assessment measures will be a focus of PSYC 608:

1. Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
2. Wechsler Individual Achievement Test (WIAT, Third Edition (WIAT-III)
3. Wechsler Nonverbal Scale of Ability (WNV)
4. Vineland-II Adaptive Behavior Scales (VABS)
5. Behavior Assessment System for Children II (BASC)

Required Materials and Resources:

1. Stop watch or smart phone stop watch app
2. Mini DV digital video tapes or SD cards to record for two hours
3. Audio recording device (digital recorder or smart phone app) and the ability to transfer audio files to Dropbox
4. Students will receive an email invitation to set up a shared Dropbox folder to which all written reports should be copied. (Word or Pages files are acceptable).

General Policies:

1. *Test kits.* All testing materials are supplied by the program. Test protocols are available for course use only in the file cabinets in Kinard 120. Test kits should be checked out from the responsible graduate assistant. Test kits are very expensive and their contents are often restricted to appropriately trained individuals. It's your responsibility to safeguard them. Lost or stolen kits or portions of kits must be replaced at your expense. Please do not write in test materials. For your notes, use post-it sheets and remove them when you're finished. Sharing of test kits may be necessary. Returning kits promptly will be appreciated by your colleagues.
2. *Test security.* Professional standards require that test security be maintained. No copies of record forms or other test materials may be given to or discussed with examinees, parents, teachers or others nor should you discuss specific test items with them.
3. *Video equipment* is available for your use for taping test sessions. As with test kits, you are responsible for using this equipment carefully, returning it promptly and replacing it if you lose it. Our camcorders use mini-DV digital video tapes; you'll need to purchase your own tapes. Technical assistance will be available from your instructor for operation of the video equipment. Cameras must be signed out from, and returned to, a faculty member, preferably your instructor.
4. *Instructors.* Five students will be assigned to Ms. Kennington and six to Dr. Armistead for review and grading of test protocols and competency tapes.
5. *Attendance:* It is essential that you be competent on all aspects of assessment taught in this course. Hence, you will be expected to attend *all* classes and arrive on time prepared to participate.
6. *Class participation:* As shown in the preceding table, many of the goals of this course will be partially assessed by observation of your class participation. Please be prepared to participate actively in the seminar portions of the class.
7. *Timeliness:* Written and video taped assignments have been carefully designed to facilitate your acquisition of knowledge and skills. Submitting assignments on or before the day they are due (see course schedule) will help you keep on schedule. Submitting completed assessment components on time will be the student's responsibility. Your instructors will not prompt you. Late submission of assignments will reduce your score by 5% per day.
8. *Mastery criteria:* As a school psychologist, your assessment results will have great significance for your clients. During your graduate work in this course, a mastery criterion of 90% will apply to specified assignments in which you must acquire and demonstrate technical adequacy. After review by your instructors, your assignments may need to be resubmitted until you reach the 90% standard.

9. *Dropbox*. Most written work will be submitted by you in a Dropbox folder. You will receive an email request to join your Dropbox folder during the first week of class. Organize your Dropbox folder with appropriately labeled subfolders. (e.g., Martina Case Study).
10. *Scanning*: If you need to scan documents for submission in your Dropbox folder, you may do so with the department copier. This copier can email pdf files to your email account.
11. *Integration*: School psychologists must learn to consider and integrate all available data when making decisions. Therefore, students will be expected to apply knowledge and skills from their other courses in their work in this course. For example, curriculum-based measurement (CBM) and child development are not a major focus of this course. However, CBM data and developmental information may be part of cases presented and must be integrated into interpretations and considered when making recommendations.

Professionalism

1. Graduate students are expected to be familiar with, and adhere to, NASP ethical guidelines at all times.
2. When working with children, parents, or teachers, either on or off campus, you are expected to dress and behave professionally. This expectation includes:
 - a. Wearing “dressy casual” attire in applied settings.
 - b. Being courteous and respectful with clients.
 - c. Being on time for appointments.
3. Cheating, plagiarism, falsification of test results, or any other form of academic dishonesty will result in a grade of zero on the assignment or test that is affected and could result in a grade of F in the course.
4. See additional requirements regarding test examinees below.

Martina Case Study: During this course, you will complete a simulated psycho-educational evaluation for a student named Martina Reynolda. This case will exemplify cases you will encounter during your traineeship and internship. Referral concerns will involve possible intellectual or learning disabilities and feature issues related to cultural and linguistic diversity. Your work on this case will proceed in stages throughout the semester as we address each assessment component in class. Some of your work will be completed during in-class activities. The final products of the simulation will be a written psycho-educational report and in-class MDT meeting/feedback conference. This evaluation will include the following stages:

1. Discussion of school psychologists’ involvement in prereferral (e.g., problem solving or intervention) teams.
 - a. Team procedures
 - b. Screening measures
2. Reviewing and clarifying referral concerns
 - a. Records reviews using provided data
 - b. Teacher interview simulation in class
 - c. Initial parent interview simulation in class
 - d. Write background section of psycho-educational report
3. Classroom observation
 - a. Simulated observation using classroom videotapes
 - b. Write observation section of psycho-educational report
4. Hypothesis formation and selection of assessment measures
 - a. Class discussion of referral questions, background data, and observations
 - b. Class discussion of possible assessment measures
5. Test administration
 - a. Students will practice the WISC-V, WMV, WIAT, and VABS as previously described.
 - b. For the simulation, copies of protocols of these tests will be provided for practice in scoring.
6. Interpretation of assessment results
 - a. Lecture material on test interpretation applied to simulation protocols
 - b. Data integration exercise and class discussion of assessment results
7. Developing recommendations
 - a. Class discussion regarding linking assessment results to recommendations
8. Report writing
 - a. Individual written psychoeducational reports will be submitted for grading.
9. Feedback conferences
 - a. Role play feedback conferences in class.
10. Follow up: class discussion of ways to follow up on recommendations.

Course Requirements and Grading

Activity or Product	Points
<p><i>Recommendations File.</i> During this course, you will begin compiling recommendations for common referral problems in a Word or Pages file for future use in psychological reports. A digital copy of your recommendation file will be graded for comprehensiveness and appropriateness. You are encouraged to share recommendations but please credit the student who shared the recommendation with you by listing her or his name at the end of the section in parentheses. Start this file immediately in Dropbox and add to it as recommendations are written or become available.</p>	50
<p><i>Practice Testing.</i> Administration of the WISC-V, WMV, WIAT-II, and VABS assessment measures will be discussed and demonstrated in class. However, <i>mastery</i> of these tests will require extensive practice in the lab sessions and outside of class. Practice testing with children or adult students, friends and family members will be required (see examinee section below) with the following specific requirements:</p> <ol style="list-style-type: none"> 1. WNV: submit two hand scored test record forms and subsequent computer score reports. 2. WISC-V: submit two hand scored record forms with subsequent computer scoring reports.. 3. WIAT-III: submit two computer scored record forms. Language subtests are <i>not</i> required; administer reading, math and writing only. <i>Be sure to do the computerized skills analysis option.</i> 4. Vineland: one record form, hand and computer scored. Administer all domains appropriate for the age of the student. <p>For tests 1-3, have one of your peers check your first record form, make written corrections, and sign it. Then submit the peer-corrected record form <i>and</i> computer score report with your second record form computer score report to Dr. Armistead or Ms. Kennington for grading prior to competency taping. Your record forms will be evaluated for accuracy of administration and scoring. You must achieve a satisfactory rating on both record forms before taping your competency demonstration. Grading will be based on number of errors and need for repeated practice sessions.</p>	200 (50 pts for each test)
<p><i>Competency Videos.</i> Competency videos for the WISC-V, WIAT-II, WNV, & Vineland will be reviewed <u>with you</u> by Dr. Armistead or Ms. Kennington. Competence with each assessment measure will be required to complete the course. Redoing part or all of a test administration may be required to reach an acceptable competence level. You will need to schedule a time for these reviews during or after lab sessions or another time outside of the regular class time. Videos will be graded for correct administration, accuracy of scoring, and with consideration for the number of repeated administrations. Submit hand scored test records as well as computer score reports.</p> <p>Also, for each competency tape, please submit the relevant section of the PSYC 608 Report Template completed with your obtained test scores, score ranges, strengths and weaknesses, etc.</p>	400 (100 pts for each test)
<p><i>Martina's Evaluation.</i> This assignment requires writing a psycho-educational report and participating in a feedback conference. Outlines, templates, and further details about this report and conference will be provided in class. Reports will be evaluated regarding your providing purpose and rationale for assessment, summarizing background information, reporting test results, interpreting and integrating results, developing recommendations, and conferencing with parents and teachers. As shown in the schedule below, this report will be completed, submitted to Dropbox and graded in three phases:</p> <ol style="list-style-type: none"> 1. Background, observation, academic aptitude (50 pts) 2. Academic achievement (50 pts) 3. Final report with adaptive behavior, summary and recommendations added (150 pts) <p>You are encouraged to discuss the Martina case with your colleagues but must write the report independently.</p>	250
<p><i>Technology.</i> Throughout the course, you will have opportunities to acquire and apply technological skills. Although hand scoring of tests is required for competency demonstration, you are expected to also learn computer scoring of the WISC-V, WIAT-III, WNV and VABS.</p>	
<p><i>Midterm exam:</i> psychometric principles, cognitive abilities theories, and current issues in psycho-educational assessment.</p>	100
<p><i>Total</i></p>	1000

Final Grades. To successfully complete this course, you need to:

1. Complete and submit all assignments in a timely manner.
2. Reach the mastery criterion level where specified.
3. Submit all assignment products for review by the due date.

Note: Incomplete grades will only be available under extraordinary circumstances.

Grades will be determined as follows:

A	930 to 1000 points
A-	900 to 929
B+	870 to 899
B	830 to 869
B-	800 to 829
F	Less than 800

Examinee Policies

1. You will be responsible for locating examinees for your practice testing and competency video taping. Practice testing with fellow students, friends and family members is permissible. (Tip: Ask adult practice examinees to play the role of elementary-age children and *not* try to get all the answers right.) However, for videotaped competency tapings, you must locate an individual of the appropriate age for the test you're administering. Assisting each other by developing a pool of available examinees is encouraged. The availability of an assessment pool of children volunteered by Winthrop faculty and staff will be discussed in class. Please do not ask departmental faculty to practice testing with their children.
2. Your practice with the Vineland interview may be with any available and willing parent of an elementary age child but not with a classmate who is a parent.
3. You may not practice with, or do competency testing with, children who are receiving special education services or are suspected of having a disability (or being gifted) and who may require individual assessment in the near future.
4. All examinees must be volunteers. In the case of children, you must have the child's assent and the permission of parents using an informed consent form available from the web resource page.
5. In the early stages of your assessment training, your results may not be accurate or valid. Therefore, you may not share any specific test scores with examinees, teachers or parents. Explain that you're completing your practice testing and aren't qualified yet to provide results. You may describe test performance in general terms with regard to strengths and weaknesses. Please don't make any recommendations for psychological or medical treatment to your examinees or their parents or teachers on the basis of your assessments. If your results suggest the need for such follow up, discuss the issue with your supervisors.
6. To maintain confidentiality for your examinees please use only first names on all test protocols and reports and in computer scoring software, and do not discuss your results with other graduate students in a way that identifies your examinees.
7. Please discuss any contemplated deviation from these requirements with your instructors before deviating.

Students with Disabilities. Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Services for Students with Disabilities at 323-3290 or accessibility@winthrop.edu. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform your faculty as early as possible in the semester.

Academic Misconduct. As noted in Winthrop University's Student Code of Conduct Statement, "Responsibility for good conduct rests with students and adult individuals." Cheating, plagiarism, or other dishonest or inappropriate behaviors (i.e. falsification of assessment protocols) result in consequences. These behaviors could result in a grade of "F" in the course. The full policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online *Student Handbook* (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

Please note: it is likely that copies of prior cohorts' Martina reports and other required work products are available on departmental computers or by request from previous students. Your use of such material would be both unethical and very short sighted. If you cut corners now, you are less likely to be able to do required work in traineeship and internship

Timelines. School psychologists must complete their work in a timely manner to comply with school district policies and state regulations. The schedule below includes some interim due dates intended to encourage you to complete practice testing and receive feedback from your instructors in a timely fashion. However, scheduling and completing *all* competency tape reviews by the final due date of 4/22/16 is a course requirement and is your responsibility. If you wait until late in the semester to ask for tape review appointments with your instructors, you could have difficulty meeting required deadlines.

Tentative Schedule:

Week		Topics/Activities	Readings, Tests, Due Dates
1	1/14	<ul style="list-style-type: none"> • Course overview • Introduction to psycho-educational assessment* • Review of psychometric principles • Cognitive abilities theories and issues • Ethics in assessment • Simulation: introduction, pre-referral processes, screening & background info • Lab: Records review: Martina Reynolda case 	<ul style="list-style-type: none"> • K & F Ch 1–3, 5 • Best Practices Foundations, Ch 22j
2	1/21	<ul style="list-style-type: none"> • Interviewing children, parents & teachers • Assessment of culturally & linguistically diverse students. • Lab: Role play interviews with Martina, her mother & teacher 	<ul style="list-style-type: none"> • BP VI DBDM Ch 21 • Best Practices Foundations Ch 6 (skim related chapters) • K & F Ch 13 • Review Cultural Competence materials on web resource page • (Distribute BASC manuals and PB Ch 18)
3	1/28	<ul style="list-style-type: none"> • Administering tests to children • Behavioral observation techniques • BASC Student Observation System • Lab: Conduct BASC SOS for Martina 	<ul style="list-style-type: none"> • K & F Ch 4 • BP V Ch 18 • (Distribute WNV test kits)
4	2/4	<ul style="list-style-type: none"> • “Nonverbal” assessment of academic aptitude • Administering & scoring the WNV • Lab: Practice WNV 	<ul style="list-style-type: none"> • K & F pp 120–128 • WNV Essentials Ch 1–3 • WNV Manual: read admin instructions
5	2/11	NASP Convention, Orlando.	“Midterm” Exam
6	2/18	<ul style="list-style-type: none"> • Administering & scoring the WNV • Lab: Practice WNV; Score Martina’s WNV 	<ul style="list-style-type: none"> • WNV Manual • WNV Essentials Ch 2–3 • CLM material in your Dropbox
7	2/26	<ul style="list-style-type: none"> • Interpreting and integrating evaluation results • Report writing introductions • Introduction to the Cultural/Language Matrix (CLM) • Lab: interpret Martina’s test results with CLM • Begin writing Martina’s report 	<ul style="list-style-type: none"> • Due: WNV practice protocols • WISC-V Essentials: pp 1-22 • K & F Ch 6 & 8 • K & F Ch 13 • CLM reading • (Distribute report writing materials) • (Distribute WISC-V kits)
8	3/3	<ul style="list-style-type: none"> • Administering the WISC-V • Lab: Practice WISC-V <p>Note: this class will be rescheduled to a mutually agreeable time earlier in the week due to school psych applicant interviews.</p>	<ul style="list-style-type: none"> • Due: Martina report background, observation and WNV sections • WISC-V Essentials: pp 22-52 • WISC-V Manual: read administration instructions
9	3/10	<ul style="list-style-type: none"> • Administering & Scoring the WISC IV • Lab: WISC-V scoring and interpretation exercise 	<ul style="list-style-type: none"> • WISC-V Essentials: Ch 2-4 • WISC-V Manual • (Distribute WIAT-III kits)

10	3/17	<ul style="list-style-type: none"> • Spring Break, no class 	
11	3/24	<ul style="list-style-type: none"> • Achievement testing • Administering & scoring the WIAT-III reading & math subtests • Lab: score Martina's reading and math subtests 	<ul style="list-style-type: none"> • Due: WISC-V practice protocols • WIAT-III Examiners Manual, Ch 1-3 • WIAT Essentials, Ch 2
12	3/31	<ul style="list-style-type: none"> • Administering & scoring the WIAT-III writing subtests • Lab: score Martina's writing subtests 	<ul style="list-style-type: none"> • WIAT-III Examiners Manual: reread appropriate admin instructions • (Distribute Vineland manuals and BP Ch 37)
13	4/7	<ul style="list-style-type: none"> • Assessment of intellectual disability • Assessment of adaptive behavior • Lab: Develop & practice Vineland questions 	<ul style="list-style-type: none"> • Due: Martina achievement report section • Due: WIAT-III practice protocols • K & F Ch 10 • Best Practices V Ch 37
14	4/14	<ul style="list-style-type: none"> • Introduction to multimethod assessment of emotional and behavioral disorders • Assessment of ADHD referral concerns • Lab: Martina case data integration exercise 	<ul style="list-style-type: none"> • Due: Vineland practice protocol • BP VI DBDM Ch 19, 24, 25
15	4/21	<ul style="list-style-type: none"> • Conferencing with teachers and parents • Lab: tape reviews, preparation for MDT meeting 	<ul style="list-style-type: none"> • Due: all competency tape reviews completed and approved by instructors • BP VI Systems Level Ch 35
16	4/28	<ul style="list-style-type: none"> • Culminating activity: MDT Meeting Simulation and Feedback Conference at 11:30 am. 	<ul style="list-style-type: none"> • Due: <ol style="list-style-type: none"> 1. Martina final report with summary and recommendations must be in Dropbox by 5 pm. 2. Recommendations files must be in Dropbox by 5 pm. 3. All test materials and video cameras returned to office

Winthrop School Psychology Program Syllabus Addendum for PSYC 608

School Psychology Program students' grades are aggregated and used to document their attainment of knowledge and skills. This form documents the relationship of this course to the NASP Domains of Training and Practice and how course grades are determined by the instructor.

NASP Domains of Training and Practice	Course Focus	Assessment Methods
<p>2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Tape reviews</p>
<p>2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>This domain is:</p> <p><input checked="" type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Tape reviews</p>
<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Tape reviews</p>
<p>2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Tape reviews, case study</p>

<p>2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.</p>	<p>This domain is:</p> <p><input checked="" type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>This domain is:</p> <p><input checked="" type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input checked="" type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Tape reviews</p>
<p>2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</p>	<p>This domain is:</p> <p><input checked="" type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.</p>	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Folio assessment</p>