

**University of Washington  
School of Education  
Department of Educational Psychology  
Winter Quarter, 2006**

**EDPSY 564 (Section B): Practicum in School Psychology  
Tuesdays and Thursdays, 9:00 am-12:20 pm**

**Professor:**

**Janine Jones, Ph.D., NCSP**

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**Teaching Assistant:**

**Noelia Garcia, M.Ed., Doctoral Student, Practicing School Psychologist**

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**Course Description:**

Prerequisites: EdPsy 507, EdPsy 540, and EdPsy 572. This course provides the student clinical experience in integration of the assessment and intervention strategies that are practiced by school psychologists. The course includes conducting psychoeducational evaluations with referred students. Course content also includes conferring with and making recommendations to parents, specialists, teachers, referral personnel, and others relative to K-12 students' characteristics and needs in the education and home environment. Students report writing skills will be consolidated by experience in the completion of three full assessment batteries from start to finish.

**Course Rationale:**

This course is designed to meet the following knowledge and skill base requirements for Washington State ESA certification in School Psychology:

- Individual assessment
- Intellectual, academic and personality theory and development
- Exceptional children
- Deviant personality
- Physiological and biological factors
- Academic and Personality assessment
- Behavioral observation and analysis
- Record keeping and psychological report writing
- Social and cultural factors
- Applying school oriented research

### **Course Objectives:**

The primary objective of the course is to provide a suitable context in which students gain practical experience in determining psychological and educational difficulties and in prescribing effective interventions. The following are specific objectives:

1. To understand the foundations of assessment and intervention through intelligence theory, academic/learning theory, personality theory, and child development
2. To implement and interpret cognitive, academic and behavioral assessment measures
3. To select appropriate assessment measures based on presenting problems and desired outcomes
4. To conduct thorough clinical interviews of children and their parents
5. To practice assessing specific problems, competencies, and populations (including culturally diverse populations) through psychoeducational and psychological assessment methods
6. To practice applying assessment and intervention skills in a school-based consultation situation
7. To practice implementing change in classrooms through consultation with teachers, administrators, and other school staff
8. To write reports for educational, psychological records, and parents
9. To provide clear and age-appropriate feedback of assessment results to children and their parents

### **Performance Outcomes:**

The students will demonstrate competence in the administration, scoring, and interpretation of cognitive, academic and socio-emotional assessment measures as well as competence in conducting clinical interviews with children and families. Students will demonstrate skills in consultation, including developing creative and specific interventions and writing reports or behavior plans for teachers and other school staff. Students will demonstrate competence in providing both written and verbal feedback to children and their parents.

### **Methods of Instruction:**

This course is designed to provide practical experience with true cases in schools. The primary modes of instruction will be through supervision and classroom discussion. Supervision will be provided by observation, videotape review, and student report. The first part of the quarter will be devoted to discussion of the assigned readings and some instruction. The remaining dates will include class discussion and supervision of the assessment cases, intervention plans, and report writing.

### **Text/Readings:**

Sattler, J. M & Hoge, R.D. (2006). *Assessment of Children: Behavioral, Social, and Clinical Foundations* (5<sup>th</sup> Ed). San Diego: Sattler Publisher.

Shapiro, E. S. (2004). *Academic Skills Problems workbook: revised edition*. New York: Guilford.

Selected chapters/articles (provided by professor)

## **Course Requirements:**

### **1. Baseline data collection**

- *Records Review*- Students will be required to review the file of the referred student soon after each case is assigned. Carefully review all materials and be prepared to formulate hypotheses about the issues of concern. During in class supervision, students will be expected to discuss background information and begin integrating specific questions for the parent and teacher interviews.
- *Teacher interview*- an interview with a teacher must also be completed. This interview should take into account the background information that was provided by the teacher, parents, and school in the referral packet. Ideally, the interview would occur before the observation so that you can have a clear sense of the behaviors to monitor.
- *Classroom Observations*- choose a structured observation system from the following: BASC Structured Observation System (SOS), ASEBA Direct Observation Form (DOF), or the Behavioral Observation of Students in Schools (BOSS) system. A classroom observation is to be completed with the student prior to January 26<sup>th</sup>.

### **2. Psychoeducational Evaluations**-the evaluations will consist of the following:

- Cognitive assessment measure- choose from any of the measures learned in 540 (e.g., WISC IV, SB-V, KABC II, WAIS III, or WJ-III)
- Academic Assessment measure- choose from measures learned in 507 (e.g. WIAT, WJIII, and/or specific tests for the following: word recognition, phonological decoding, reading automaticity and fluency, reading comprehension, handwriting, spelling, composing, arithmetic computation, math problem solving, math concepts)
- Behavioral assessment measure (s)- choose from measures learned in 572 (e.g., BASC, Conner's, ASEBA, etc.)
- Other assessment measures as indicated by case referral question (e.g. nonverbal IQ measure, adaptive behavior measure, visual motor test, and/or tests that target cognitive processes such as phonological, orthographic, rapid naming, executive function, receptive and expressive language, grapho-motor, working memory).

### **3. Assessment Protocols:**

ALL protocols are due on a rolling basis. Meaning, students will be expected to turn in all scored protocols as they are completed. The protocol will be reviewed for accuracy and students will be required to integrate any corrections to the protocol in the report. No specific grades will be assigned to each protocol since the assessment battery will vary by case. Students will be required to complete three full assessment batteries during the course.

### **3. Practicum Case Reports:**

Students will be expected to manage the testing and report writing throughout the quarter. The most successful practicum students will demonstrate an ability to write reports as the assessment process is occurring while also being prepared to discuss each case in class. The

first draft of the report should be completed in time for the case presentations on February 7<sup>th</sup> and 9<sup>th</sup>. On these dates, students should have a first draft of the report that includes all of the assessment information that has been completed to date. The format of the case reports should follow the report shell that is attached to the syllabus. In addition, your report needs to address the *Essential Academic Learning Requirements* (<http://www.k12.wa.us/curriculumInstruct/Arts/EALRs/EALRs.aspx>).

### Evaluation:

The grade in the course will be based on the final reports and the class presentation. No grades will be assigned to each protocol, but letter grades will be assigned to the reports. Students will be evaluated globally on the following dimensions:

1. Accuracy in administration and scoring of tests
2. Thoroughness of evaluation and analysis of test data
3. Ability to accept and integrate feedback
4. Ability to think and write clinically and critically
5. Professionalism

### Grading Policy:

1. 4.0 -3.9 corresponds to A: An exceptionally outstanding application of knowledge and practice. Test administration is fluid and scoring, and interpretation are perfect or near perfect. The student incorporates feedback from professor and teaching assistant effectively. Feedback sessions were conducted with professionalism and clarity and provided insight into possible remedial interventions for the client based on the assessment results. This grade is earned with a performance indicating that the practicum student performed well in managing all aspects of the case and integrated supervision throughout the process. The student completed all assignments in a timely fashion.
2. 3.8-3.7 corresponds to A-: These grades reflect excellent performance. a similar performance as described above with the exception that the practicum student required additional supervision to shape behaviors that were not initially conducted in the most professional or technical level required. For example, difficulty in writing grammatically correct sentences and well organized reports. Or, the practicum student had some difficulty maintaining an accurate test administration, scoring, or with interviews. Student may show some errors in accuracy and administration, but they incorporate feedback and do not repeat the same mistakes on other assessments. An excellent application of knowledge and practice. Assignments are mostly completed on time.
3. 3.6-3.5 corresponds to B+: These grades reflect a performance that was good overall, but additional feedback was required to maintain the professional and technical aspects required for a thorough administration of assessment instruments, the written report, and interpersonal feedback. Assessment administration was not fluid and it impacted the student by causing subtests to be invalid. Errors are noted in test administration or scoring of test response booklets. Interviews did not address all the pertinent information

required in the case. Feedback sessions required the supervisor to make additional comments due to the lack of information provided to the parents or others.

4. 3.4-3.2 corresponds to B: These grades reflect that the practicum student's performance was somewhat marginal in a given area to cause concern. For example invalidation of tests, inability to finish reports in a timely fashion, missing data, but student requires more assistance from the professor in incorporating new material or does not use feedback effectively, or does not achieve a high level of performance consistently. The evaluation components were not completed in a timely fashion.
5. 3.1-3.0 corresponds to a B-: Extremely marginal performance. Not satisfactory graduate work. Examples include: missing assignments, lost protocols, lack of protection of test data, or lack of protection of confidentiality. Written reports are weak and do not integrate feedback from the professor or teaching assistant. Incomplete work.
6. < 3.0 Failing grade. The course must be repeated.

***If you would like to request academic accommodations due to a disability, please contact Disabled Students Services, 448 Schmitz, (206) 543-8924. If you have a letter from Disabled Student Services indicating that you have a disability that requires accommodations, please present this letter to Kent Jewell, Area Secretary, to discuss the accommodation you might need for class.***

## COURSE SCHEDULE AND ASSIGNMENTS

Date	Topic	Assignments	Due
January 3	Overview of course/ logistics Records reviewing	Review all intake packets Sattler chapters 8 and 9	
January 5	Observation systems	Sattler chapters 6 & 7	
January 10	Clinical interviews with parents, children, & teachers *Practice interviewing	Sattler chapters 16 & 17 Appendix D	
January 12	Assessing for learning disabilities	Develop personalized interview questions	
January 16-20	<i>Visit the schools:</i> Complete school record reviews, behavioral observations, and teacher interviews		

Date	Assignment	Due
January 24	<b>Parent interviews (cases 1-3)</b>	
January 26	<b>Case 1 testing*</b>	Protocols as completed
January 31	<b>Case 2 testing</b>	
February 2	<b>Case 3 testing</b>	
February 7	Case presentations (cases 1 and 2) Supervision/Discussion	Bring partial draft of reports**
February 9	Case presentations (case 2 and 3) Supervision/Discussion (Cont.)	Bring partial draft of reports**
February 14	<b>Case 1 testing</b>	Protocols as completed
February 16	<b>Case 2 testing</b>	
February 21	<b>Case 3 testing</b>	
February 23	Mock feedback sessions (in class practice)	<i>Case 1 report due</i> (you will receive feedback by Saturday the 26 <sup>th</sup> at 5:00 pm)
February 28	<b>Parent feedback interviews (case 1)</b> Supervision and discussion for case 2	<i>Case 2 report due</i> (you will receive feedback by March 1 at 10 pm)
March 2	<b>Parent feedback interviews (case 2)</b> Supervision and discussion for case 3	<i>Case 3 report due</i> (you will receive feedback by Saturday the 4 <sup>th</sup> at 5:00 pm)
March 7	<b>Parent feedback interviews (case 3)</b>	
March 9	Closing of cases, preparation for mailing of reports, final revisions, schedule teacher feedback (if requested by parent)	

\*video taped and observed by Noelia only.

\*\* The partial draft should include all sections of the report that can be written without the remaining test data (from test session 2).

**CONFIDENTIAL PSYCHOEDUCATIONAL ASSESSMENT**

Date of Report: 12/31/2005

Name:	DOB:	
School:	Age:	Grade:
School District:	Gender:	
Parent (s):	Phone:	
Address:		
Practicum Student Examiner:		

Reason for Referral

Background Information

*Developmental History*

*Educational History*

*Teacher Interview*

*Parent Interview*

Tests administered

Test Name

Date administered

Test Name

Date administered

Test Name

Date administered

Behavioral Observations

*School Observations*

*Clinic Observations/student interview*

Test Results and Interpretations

*Cognitive functioning*

*Academic Achievement*

*Reading*

*Mathematics*

*Written Language*

*Social/emotional functioning*

Summary

Recommendations

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Student Name, highest degree  
School Psychologist-in-Training  
University of Washington

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Janine Jones, Ph.D., NCSP  
Supervisor  
University of Washington