

**Practicum in School Psychological Services (I)**  
**EDP 389H/Unique # 10633**  
**Spring 2015, Tuesdays 1-4**  
**SZB 268**

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Prerequisites: Evidence of proficient administration of individually administered cognitive abilities tests, including WJ-IV, WISC-V, and DAS-2.

This course is designed to provide basic theoretical, empirical, and applied knowledge of assessment as practiced by school psychologists. By the end of this class, students should have basic competence, knowledge and skills to conduct professional-quality psychoeducational assessments and to communicate results to other relevant parties (including the child, parents, and teachers) in written and oral form. In addition, students will be able to provide meaningful, empirically supported, and realistic recommendations to address any areas of concern that result from the assessment. This course will also introduce the use of cross-battery assessment to identify specific learning disabilities and integrate academic tests presented in the class Academic Assessment and Interventions. Additional topics related to assessment such as intellectual disabilities, autism, and additional intellectual tests may be covered.

This is a practicum course with a didactic component. You will have 3 hours of class time which includes practicing assessment skills and supervision. You will have outside class readings. Additional case supervision will also be scheduled with the instructor and/or advanced peer supervisors outside of class time. By the end of the class, you will spend approximately 10-15 direct hours with your client, and at least that many hours in report writing and scoring.

**COURSE OBJECTIVES:**

- To provide guided practice interviewing parents and other professionals for the purpose of obtaining information relevant to the assessment of a student with educational challenges. Careful interviewing and review of any materials provided by the parent or school, and consultation with the instructor, will provide the information necessary for the formulation of an assessment plan.
- To provide guided practice in the choice, administration, and interpretation of diagnostic tools such as the following: CBM probes, intelligence tests, achievement and diagnostic tests, behavior surveys and inventories, and adaptive behavior rating scales.
- To provide guided practice in the verbal and written communication of test results, diagnostic impressions and conclusions, and interventions strategies suggested by obtained assessment results.

NASP Standards Addressed:

Students will:

- 2.1 Be competent in using data-based decision making and accountability in their professional practice
- 2.4 Be cognizant of effective instructional practices and those practices that facilitate the development of cognitive/academic skills
- 2.5 Demonstrate understanding of student diversity in development and learning
- 2.7 Be able to provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students
- 2.10 Demonstrate knowledge of the history and foundation of their profession, of various service models, of relevant public policy development, and of ethical, professional and legal standards
- 2.11 Are able to use information sources and technology, relevant to their work, in ways that enhance or safeguard the quality of services.

**REQUIRED BOOKS:**

- 1. Dombrowski, S. (2015). *Psychoeducational Assessment and Report Writing*. New York: Springer
- 2. Flanagan, D. P. & Ortiz, S. (2013). *Essentials of Cross-Battery Assessment, 2<sup>nd</sup> ed.* New York: John Wiley & Sons, Inc.

*Additional outside readings may be necessary based on individual client needs and presenting concerns.*

*Additional Articles and Supplemental reading will be provided in CANVAS for certain topics.*

**COURSE EXPECTATIONS:**

- 1. You will be assigned a partner to complete all coursework this semester. You and your partner will be assigned one case to complete together. You will have to cooperatively complete this case, thus determine who will complete which component and review each other's work. For example, both partners will complete the parent interview but be responsible for interviewing certain sections. Partners will submit most assignments together, with the exception of the two self-reflection papers which will be completed independently. Working with a partner will be challenging, but it is a good exercise as this field often requires working with and depending on other professionals.
- 2. You will be expected to participate in ongoing supervision with the instructor. You will also be assigned an advanced peer supervisor, a student from the Advanced Practicum course. The advanced peer supervisor will observe and provide feedback during the parent and child interviewing process and review your protocols. The Teaching Assistant for Academic Assessment and Intervention will meet with you after you have successfully completed your rough draft and provide supervision regarding making recommendations and providing feedback.
- 3. You are responsible for scheduling the initial interview with the parent, obtaining parent

permission to observe the child in the school (when possible), and arranging for the school observation. You are also responsible for scheduling the assessments and contacting the assigned advanced peer to coordinate observation of your interviews and assessments. The advanced peer should observe your parent/student interview and parent/student feedback sessions; assessments should be conducted during normal office hours. All work for this case should be divided as equally as possible.

4. The requirements for each case will vary slightly based on the referral questions, but expect each case to include, generally:
  - a. parent, teacher, and student interviews
  - b. intellectual/cognitive assessment
  - c. behavior and emotional functioning (using questionnaires/rating scales)
  - d. academic achievement assessment (or adaptive functioning for young children)
  - e. classroom observation
  - f. other assessments as indicated
5. You will provide case management for your case. Case management includes school contacts, contacts with any medical personnel, follow-through on recommendations, and repeated parent contacts. As you begin to form hypotheses concerning the locus of a child's problem, you will also need to learn about and research relevant disorders and likely interventions; some of this learning will occur in the course Academic Assessment and Intervention. As appropriate you will be asked to secure references for additional services that may be needed for your case (i.e., speech and language assessment, OT assessment, therapy, family support, etc.)
6. You will prepare a written report documenting various data, your findings, and recommendations. A report template and sample reports will be provided on CANVAS. You will prepare and provide a feedback session to the parents and child.

## **ASSIGNMENTS AND GRADES**

Students will be expected to regularly access and to communicate through CANVAS and emails. In order to provide appropriate supervision and ongoing communication/feedback, the case is divided into specific assignments. Assignments details and examples are provided on CANVAS and students will generally submit assignments to CANVAS. **Please see the document *Assessment Checklist* for detailed list of requirements for case**

**NOTE:** Most assignments and report drafts should be turned in electronically using a class password to protect the document. Passwords will be given in class. Refrain from using identifying information in all preliminary drafts and assignments. Until the final draft use the following strategy: Charlie Brown = Cxx Bxx, Mrs. Fields = Mrs. Fxx.

### **Summary Of Assignments And Points Awarded:**

- **ASSIGNMENTS RELATED TO CASE:**  
Interview Plans (Parent, Child, Teacher if completed) (20 points each)

Interview Self-Critique (50 points)  
Observation Plan (10 points)  
Assessment Plan (10 points)  
Protocol Review (50 points)  
Drafts (reason for referral/background history; school observation) 15 points each  
Conceptualization Summary (40 points)  
Completed Rough Draft and Final Report (100 points)  
Feedback Plan and Handouts (30 points)  
Feedback Self-Critique (50 points)

- CASE PRESENTATION 50 points
- FINAL PORTFOLIO (See attached sheet for contents) (100 points)
- PROFESSIONAL CONDUCT AND ETHICAL BEHAVIOR (100 points)
- WEEKLY UPDATED JOURNAL (3 points per entry/15 entries = 45 points)

TOTAL POSSIBLE POINTS: 680

**Grading scale for all assignments:**

A = Excellent, outstanding, thorough work. Genuine effort, attention to detail, and thoughtful  
A- = Good, but not quite outstanding, such as some important conceptual area for improvement that was available to the student via readings or slightly more attention to details.

B+ = Acceptable work at graduate level, but shows carelessness or lack of effort

B = Minimally acceptable, such as missing an important component, shows carelessness, or only minimal effort

B- or below = needs substantial revision and possibly remediation

**Assignments Related To Case:**

- ❖ *Interview Plans (Parent, Child, Teacher if completed):* Prior to conducting your interview, you are required to submit an interview plan for each interview, covering referral questions, areas to cover, actual questions, and scripts for case process
- ❖ *Interview Self-Critique:* 7 days after your initial interview, turn in a rating form along with your video tape of your initial interview with the client. The rating form will be provided, and the TA and/or instructor will review the tape also and provide feedback. Behaviors to note will be provided based on practice activities in class prior to this assignment.
- ❖ *Observation Plan:* Prior to completing school observations, you are required to submit an observation plan detailing what classes you will be observing and what observation techniques you will be utilizing.
- ❖ *Assessment Plan:* Prior to starting assessment, you are required to submit an assessment plan documenting, age/grade of client, referral question(s), and test plans
- ❖ *Protocol Review:* Following testing it is your responsibility to correctly score protocols and promptly submit to an advanced peer within one week of testing (e.g., finished WJ-IV Cog)
- ❖ *Drafts of Sections*
  - Draft 1 - reason for referral and background history
  - Draft 2 - school observation
- ❖ *Conceptualization Summary:* Upon completing the assessment you are to complete a conceptualization summary that includes tables and graphic organizers to review testing data and integrate information. This should assist you in report writing.

- ❖ *Rough Draft Report:* You must turn in a rough draft that includes all information except recommendations for feedback and corrections. Do not be surprised if you have multiple rounds of edits and significant changes. For most of you this is the first time you have written a document like this report. Expect changes and corrections.
- ❖ *Final Report:* Students must provide feedback to clients in a timely manner, and students must complete a final report by the last class day in order to receive credit for this course, but all final drafts are expected 5/5 without penalty. Students who come across unforeseen delays in testing will be accommodated. Students must provide written and oral feedback in a timely manner to their clients in order to receive credit for this course. Grades will be based on quality of the initial rough draft and responsiveness to instructor feedback about the report, as well as professionalism in the language used in the report as well as in the feedback meeting and rapport with the client regarding the feedback.
- ❖ *Feedback Plan and Handout:* Prior to conducting the parent feedback session, you are required to develop a feedback plan summarizing main points you will be covering and including any scripts to address material. You will also have handouts for parents to discuss findings. These must be approved prior to feedback meetings.
- ❖ *Feedback Self-Critique:* Similar to the parent interview, you will review your video and rate your skills in the feedback meeting.

### Case Presentations

With your partner, you will present the case to the class in a case conference format. The purpose is to practice communicating essential client information to others in a brief manner. The case presentation should be a brief (< 10 minute) verbal presentation that includes referral information, test results, and summary.

### Final Portfolio

At the completion of your case you will submit a file folder with all of your supporting case document. Please see *Checklist for Final Portfolio* document on blackboard. To be included in your portfolio are hour logs.

### HOURLY LOGS

**Keep a log of your client activity, supervision, meetings and case discussions. You will keep a weekly log of your progress and activities** with this class, including peer supervision time, time with client, parent phone calls, and school visits, etc. You will receive training and see examples of this in the class.

### Weekly Updated Journal

You will be responsible for submitting a journal entry each week on CANVAS that includes the following information: progress made this week on your case, plans for next week, materials/assignments submitted, successes and challenges.

### Professional Conduct And Ethical Behavior With Clients, Peers And Supervisors

Professional and ethical guidelines will be addressed throughout the semester. You are expected to follow them, and dilemmas and questions on ethics will be addressed throughout the class. Feel free to ask about any ethical concern at any time. From now on your professional behavior is a

representation of your work, our program, and our profession. These cases are real people with real concerns.

You will be graded on the following professional and ethical conduct:

- Maintain prompt and courteous correspondence with clients. Prompt attention and maintaining conscientiousness to all client-related work is essential, and assignments are expected on their due dates. Late work is unprofessional.
- Prepare and practice all tests in advance to ensure a smooth administration with clients. Careful attention to administration and scoring. Score and check all protocols prior to giving them to another person to review them. Prompt and courteous use of shared test materials with other students
- Behaving in respectful, non-judgmental, professional manner to peers, supervisors, and with any clients. Demonstrate cultural sensitivity.
  - Providing helpful and constructive peer feedback during supervision and in class
  - Demonstrate openness and responsiveness to feedback from peers and advanced peers, and instructor. Following instructions and advice from supervisors, asking constructive questions if anything is confusing or contradictory in readings or in supervision
  - Intellectual discussions and disagreement is welcome, along with skills in collaboration, respectful dialogue, and positive exchange of ideas, including constructive and supportive feedback to peers and the instructor.
- Dressing in professional attire for client-related interactions (casual dress for class and campus supervision is fine)
- Genuine effort and attendance during instruction. Punctuality with clients and class.
- Carefully proofread all drafts prior to turning them in to peers or instructor. All drafts should be your best effort, taking into account information you have available to you from other class resources. A draft should reflect your best writing and most complete understanding without additional feedback at the time. Peer supervisors should help with general writing and proofreading!
- Come to class on time, turn in work on time, respond promptly (within one working day) to professor and advanced peer emails, raise relevant questions during class, arrive to class prepared, and participate in class discussions and role plays. Please limit side conversations. Regular use of class CANVAS site for readings, handouts, announcements, and general information is expected. Please be considerate and limit cell phone use for emergencies and computer use to notes.

Please see the document *Professional and Ethical Conduct Tracking Sheet* on CANVAS to see how grades will be determined for this subject. Points will be deducted for each infraction and student will be notified. Additional grade deductions may occur for significant attendance issues or not turning in the final report by the deadline.

**Absence policy:**

I do not have a rigid attendance policy, but if you miss a class, you will miss something important. A cumulative number of absences would likely affect your performance and your grade. Please alert Dr. Carter to discuss the situation as soon as possible any time you are absent. If you are too ill to concentrate or participate, or are ill with something that is likely contagious,

please take precautions to restore your own health and keep from spreading the illness to others (stay home or wear mask to avoid spreading germs, for example).

#### TARA ROOM MANNERS:

1. Many students from different classes use the TARA rooms. Therefore it is important that we do whatever we can to be respectful of and courteous to each other. There is frequently a sense of urgency in scheduling the TARA rooms as everyone feels a time crunch at one point or another. However, abiding by some simple rules and keeping a few important things in mind can help significantly.
2. Making transitions from one group to another as easy as possible will be aided by remembering to: (a) clean up after yourself and (b) put any moved furniture back the way you found it. If the room your were assigned is messy or unclean, please report it to Nicole immediately.
3. Noise carries. Be as quiet as possible with conversations. (Don't hesitate to remind anyone, we need to help each other.)
4. Respect confidentiality. Never forget that we are working with people who have feelings about themselves and their children. Therefore, do not speak in demeaning or derogatory terms about those with whom you are working in the TARA rooms, in the Sanchez Building, or anywhere. Comments carry and you will be amazed just how many people know each other.
5. Food and drink are allowed in the clinic, but remember to clean up anything you bring in. We have NO janitorial service in the clinic.

<b>Date</b>	<b>Topics To Be Covered in Class</b>	<b>Reading Assignments – Read before coming to class *POSTED ON CANVAS</b>	<b>Case Related Activities (<i>this only highlights activities, for full list see assessment checklist</i>)</b>
Week 1 Jan 20	Introduction to Course/Syllabus, Case Procedures and Overview Review Ethics and Assessment Introduction to Interviewing	No Readings for this Class	
Week 2 Jan 27	Interviewing Parents Interviewing Children Screening for Risks	Dombrowski CHs. 1 & 3, 19	Contact parent, etc. Prepare Interview Scripts and Practice
Week 3 Feb 3	In Class - Interview Practice BASC2 - Administration Testing Observations Difficult Testing Situations	Dombrowski Ch. 2 CUP BASC-2 Review* BASC-2 Chapter 7*	Practice interviewing BASC Computer Scoring with Kitrina
Week 4 Feb 10	Classroom Observations Interviewing Teachers School Records Report Writing – Referral and Background Information	Dombrowski Ch. 4, 5, 6, 7 Hintze & Matthews (2004)*	Conduct parent and child interview by end of week
Week 5 Feb 17	Learning Disabilities: Definition, Issues, & Assessment	Dombrowski Ch. 11	School Data Assessment Planning
Week 6 Feb 24	Cross Battery Practice Reading and Writing Disabilities	Flanagan et al. Ch. 4	TESTING WINDOW
Week 7 Mar 3	Cross Battery Practice Math Disabilities		TESTING WINDOW
Week 8 Mar 10	Assessing Attention and Executive Functioning	Dombrowski Ch. 15 NASP Handout ADHD DuPaul et al. (2012) Penny et al. (2005)	TESTING WINDOW
Week 9 Mar 17	SPRING BREAK NO CLASS		TESTING WINDOW
Week 10 Mar 24	Conceptualization/Report Writing	Dobrowski CHs. 8, 9, 10	Testing Should Be Completed by END of This Week
Week 11 Mar 31	Report Writing		
Week 12 Apr 7	Providing Feedback	Dombrowski Ch. 18 Tharinger et al. (2008) *	



Week 13 Apr 14	Autism Evaluations	Dombrowski Ch. 12	Schedule Feedback Sessions
Week 14 Apr 21	Intellectual Disability Evaluations	Dombrowski Ch. 14	Near Final Drafts due 4/21
Week 15 Apr 28	Additional Cognitive Measures		
Week 16 May 5	PRESENTATIONS and CELEBRATIONS		

\*The instructor reserves the right to amend the syllabus during the semester as needed and with student agreement.

\*Audio or video recording of lectures is not allowed unless granted by the instructor prior to lecture.

#### ADDITIONAL NOTES FOR CLASS DISCUSSIONS:

- This course will have a lot of discussion time, so please be respectful of your peers and help me create a safe and positive learning environment. **Respect of other students' views, experiences, and questions is expected.** I expect everyone to contribute at least to some degree, and for everyone to be respectful of others' contributions, even if opinions widely differ. I also expect all of you to listen while others talk and for no one to dominate the talk or online discussion time.
- It is important to ensure that everyone has an equal opportunity to participate in class discussions. Everyone should understand that with the interpreters in class, there is a lag of about 5-10 seconds between the time a person speaks and the time the comment is signing. Since we want everyone to have the opportunity to participate equally in class discussions, students will need to be able to: 1.) Know who is speaking. 2.) Have sufficient time to process the interpreted information. As a result, the teacher will wait for approximately 10 seconds after asking a question, or inviting comments from the class, or calling on the next speaker.

Additionally, we will use a simple device that involves using a small paper ball (or other object), to guide turn-taking in class discussions. The rule is that in order to comment or respond to a question, you must have this paper ball in your possession. When you want to comment, raise your hand and wait until you are recognized by the teacher and the ball is passed to you. This may seem awkward at first, but we will get used to it and eventually it will become a habit. If someone, **including the teacher**, does not pause after asking questions or before calling on someone to respond, please remind them to do so. If another student fails to wait until he or she has the ball before commenting, please remind them to do so. Together we will ensure that everyone's opinions and ideas are shared in this course!

- *Group work in class:*

1. Be certain that all individuals are positioned so that everyone is able to see each other. Maintaining a clear line of sight between speakers is vital for communication.
2. Only one person should speak at a time. Be patient and take turns speaking.
3. Clearly identify the current speaker. Have the current speaker use the designated speaking device and wait a few seconds before he/she begins to speak. The rule is that only the person in possession of the bag can speak.

**Additional Information:**

- ❖ Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>. Upon request, according to standard policies at The University of Texas, I will provide appropriate accommodations for qualified students with disabilities.
- ❖ All students should abide by the UT Honor Code (or statement of ethics): <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>. “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”
- ❖ By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
- ❖ Lectures may be recorded with instructor’s permission, but students do not have the instructor’s permission to release any sections of lecture on social media.
- ❖ The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> :
  - Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
  - Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
  - Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
  - In the event of an evacuation, follow the instruction of faculty or class instructors.
  - Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)