



LEND Disciplinary Presentation:

Psychology

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October 21, 2021

So...

who are we?

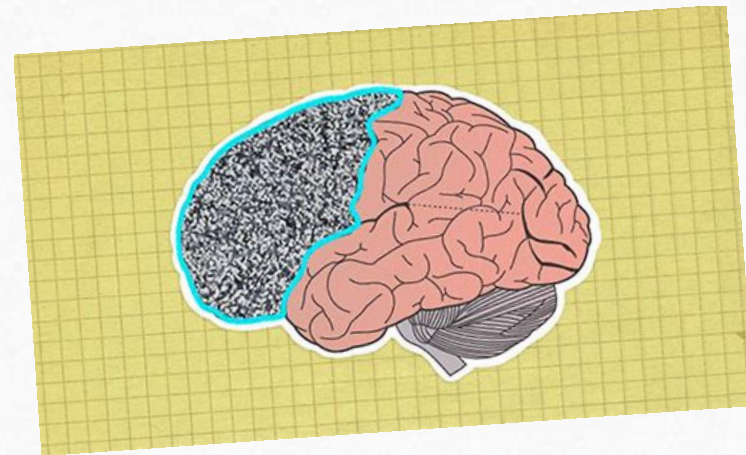
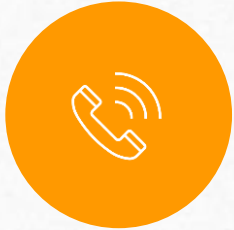


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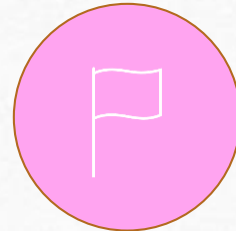
**WHAT ARE COMMON
REFERRALS?**

-

**WHAT DO OUR EVALS
INCLUDE?**



**WHAT DOES OUR
INTERDISCIPLINARY
WORK LOOK LIKE?**



**INCORPORATING
CULTURAL
AND
LINGUISTIC
COMPETENCIES IN
PSYCHOLOGY**



**PROFESSIONAL
ORGANIZATIONS FOR
PROFESSIONALS AND
STUDENTS**



**LICENSURE
REQUIREMENTS
-
LOCAL CHAPTERS**

Who refers Children
with/or
At-Risk of
Developmental
Disorders?

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Providers who notice a developmental delay or have a concern for a child's development:

- Pediatricians
- Mental health professionals
- Early care and education professionals
- Early intervention providers
- Child welfare
- Behavioral health
- Homeless shelter
- Parents who notice their child's developmental milestones are not being achieved on time



(Boaras et al., 2016; CDC, 2021; Marshall et al., 2016)

Where do our referrals come from?



Specific to WIHD Child Welfare Services (CWS)

- Case workers from the Department of Social Services (DSS)
- Pediatric Clinic Unit
- Clinician who conducts an In-Home Assessment (IHA)
- Clinicians who work with the child and have a concern

Why do we assess?



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LET'S TALK ABOUT **Assessment**

Should incorporate the developmental, relational, and biological perspectives on the presenting problems

Should include an observation across multiple settings

Validated screening tools in social emotional learning, mental health, parent-child relationship, developmental milestones

(Gilliam & Maye, 2007)

Examples of Screening Tools...



Parents Evaluation of Developmental Status (PEDS), 1-5.5 years

*Ages and Stages Questionnaire (ASQ-3)

Modified Checklist for Autism in Toddlers

*Bayley Scales of Infant and Toddler Development (BSID-3), 1-42 months

Developmental Milestones, 1-65 months

Brazelton Neonatal Behavior Assessment Scale (NBAS-4)

Mullen Scales of Early Learning (MSEL)

Checklist of Autism in Toddlers (CHAT); Modified Checklist of Autism in Toddlers (M-CHAT)

Social Communication Questionnaire (SCQ)

Developmental Behavior Checklist (DBC-P)

(Gilliam & Maye, 2007; Gray & Tonge, 2004)

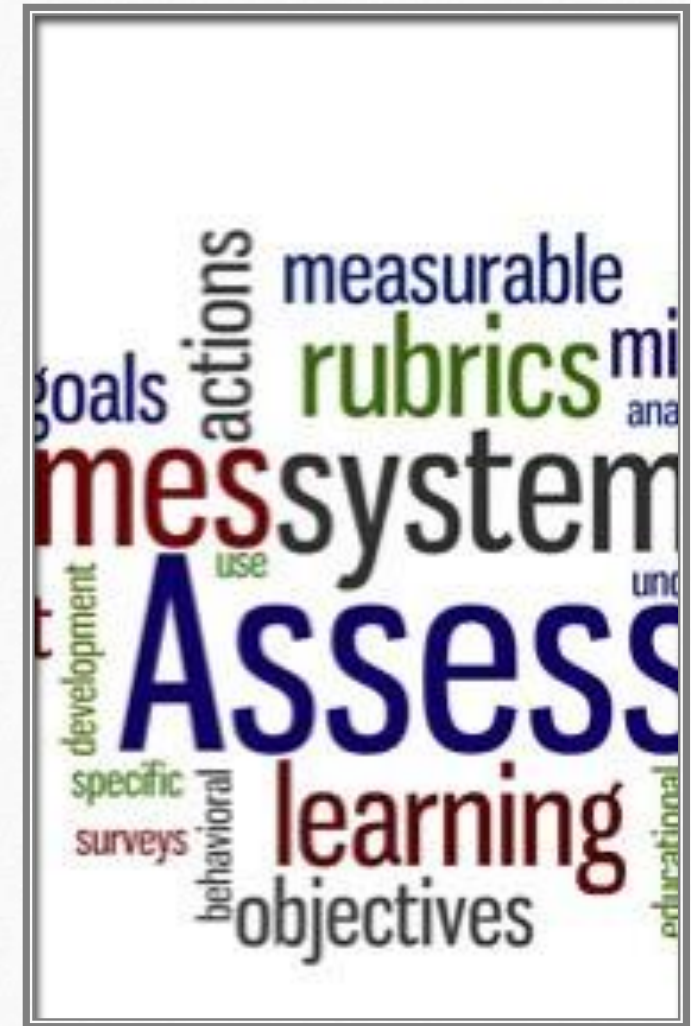
ASSESSMENT

Examples...

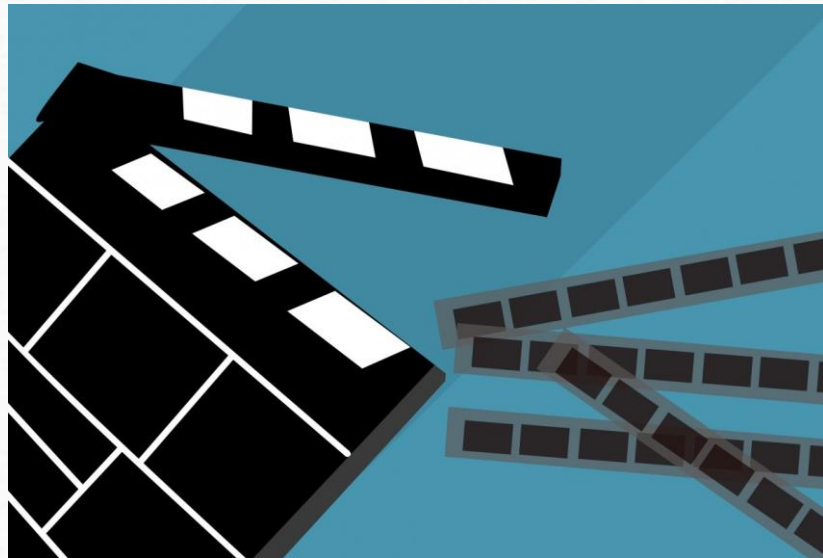
- **Intellectual Ability:** WISC-V, Stanford Binet-5, WAIS-IV, WPPSI-IV, Comprehensive Test of Nonverbal Ability, Woodcock Johnson Tests of Cognitive Abilities – IV (WJ-Cog), Differential Abilities Scale (DAS)
- **Autism Spectrum:** Autism Diagnostic Observation Schedule (ADOS-2), Social Language Development Test (elementary and high school versions), NEPSY-II Theory of Mind, Social Responsiveness Scale II, Pervasive Developmental Delay Behavior Rating Inventory, GARS, ASDS, Test of Problem Solving
- **Broad Tests of Achievement:** WJ-IV, WIAT-III, KTEA-II, SATA
- **Attention:** Tests of continuous performance to assess attention, impulsivity, and vigilance: CPT-3, TOVA-8, Conners Auditory Test, Kiddie Conners Performance Test (KCPT)

Some more examples of Assessments

- **Executive Functioning:** Delis Kaplan Executive Functioning System, NEPSY, WJ-Cog, Rey Complex Figure, Behavior Rating Inventory of Executive Functioning, Conner's Parent/Teacher Rating Scales
- **Social Awareness and Skills:** Social Language Development Test (elementary and high school versions), NEPSY-II, Social Responsiveness Scale II, Pervasive Developmental Delay Behavior Rating Inventory, GARS, ASDS, Test of Problem Solving
- **Emotional and Behavioral Functioning:** MMPI-II-RF, Millon Scales of Personality (MPACI, MACI, MCMI), Rorschach (Exner System), Behavior Assessment Scale for Children, Piers Harris, Achenbach Child Behavior Checklist, Behavior Rating Inventory of Executive Functioning, Thematic Apperception Test, Roberts Apperception Test, Children's Apperception Test, Rotter Sentence Technique, Projective Drawings



Developmental Screener Video



<https://www.youtube.com/watch?v=tFkQ6T1bebI>

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Interdisciplinary Work



- Psychology, being a discipline that focuses on the study of the human being, is intertwined with multiple factors that affect their development and well-being.
 - For example, social, biological, genetic, environmental, behavioral, political, economic, and educational factors. Hence, an interdisciplinary work is carried out with the purpose of attending human beings in a holistic way.

Who works with Psychology?



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- Law
- Politics
- Social Work
- Education (K-12, university)
- Nutrition
- Physical Therapy
- Pediatrician, Psychiatry, Neurology, Genetics, etc.
- Occupational Therapy, Speech and Language Therapy, etc.

Broad Overview:

Incorporating Linguistics & Cultural Competencies

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- Assessment
 - Background Information, Battery, Assessment Tools, Interpreter Services
- Therapy
 - Environment Therapy tools, books of representation, meeting the child where they are developmentally, talking about current events in session, Conceptualization
- Partnership
 - Personal Conduct, Resources within the community



Incorporating cultural and linguistic competencies in Psychology

Case study: Charlotte

Reason for consultation and referral

- Based on observations in the classroom, the teachers made a referral, regarding **disruptive behavior** and **emotional regulation** that Charlotte exhibited.
- During the first weeks at the pre-school center, she showed **challenging behavior** towards adults and her classmates.
- Sometimes she cried and apologized, saying, "**Sorry, ayúdame.**"
- She found it **difficult** to follow a routine, particularly in **transitions** to another activity.
- She showed that is a girl who **knows the Spanish and English languages**, but sometimes **when she communicates combines both** and they don't understand her.



Approach and Strategy Plan

- 1) Establish communication with family, doing an initial interview to get to know them, create rapport, and understand their context.
 - Invite them as a family to share observations on Charlotte's strengths and explore views on aspects they would like to receive support and work.
- 2) Observations in the classrooms as natural contexts to delineate strategies for support the child's development and transition to school.
- 3) Deliver recommendations for the classroom and the family, based on clinical observations.



Family sociodemographics

- Family is composed by mother, father (both parents are 26 years old) and Charlotte (who is 3 years old). They are a puerto rican family who emigrated to United States in 2017. They lived there for 5 years, and since January 2021 they moved back to Puerto Rico.
- Charlotte was born in continental U.S. in 2019, she lived her first two years there interacting exclusively with her parents and paternal grandmother. Their home languages are both Spanish and English, and they interact daily with people in Puerto Rico mostly in Spanish.
- At this time both parents are beginning to go back to a establish in person work routine in the pandemic context, while Charlotte is beginning her school semester in person.



Charlotte's strengths

- She is loving, affectionate and cooperative.
- She is a curious child and enjoys to explore the outdoors.
- She is knowledgeable and uses two languages Spanish and English.
- Her favorite cartoon character is “Dora the Explorer”.



Family dynamics

Parental styles

- Both parents are loving, understanding and respectful with the child. They are self-described as parents with democratic practices. They interact with her from a place of respect and cooperation.
- They communicate with her with Spanish and English, but they noticed that Charlotte responds better to English.

Family challenges

- Going back to Puerto Rico in 2021, and the transition to adapting to the culture after five years in another place has been a challenge.

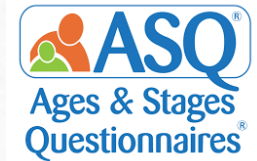
Family activities

- During the weekends they enjoy painting, watching movies, and doing crafts.
- Daily in the evening routine dad reads with her a story.
- She offers to help in the kitchen when her mom or her grandmother are cooking.
- She enjoys being in nature, going to the backyard to play outdoors.
- She has participated in a swimming course where she interacts with other kids.



Observations in the classroom

- She is expressive and expresses affection to her classmates and teachers.
- She is very autonomous, which shows when is interested to participate in activities without asking or requesting.
- She has a high level of activity and expresses wanting to join the classroom.
- She is collaborative and caring, she verbalizes constantly: “Help you” and “your welcome”. Expressing herself mostly in a language other than the one that is used in the school center.
- She responds better to routines when the instruction is intertwined with English as well.
- Developmental milestones - ASQ



Behavioral detonants/triggers

- When she is asked to follow a routine in the classroom, she takes time to repond and integrate.
- She cries and expresses herself combining English and Spanish, not being understood in linguistic terms.
- This happens mostly before a new routine or activity.
- For instance, in a classroom activity when it is asked to wait for her turn, she goes under her seat and expresses: “Help, I’m angry, I’m sad, I don’t want to”.



What are your thoughts?

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Clinical impression

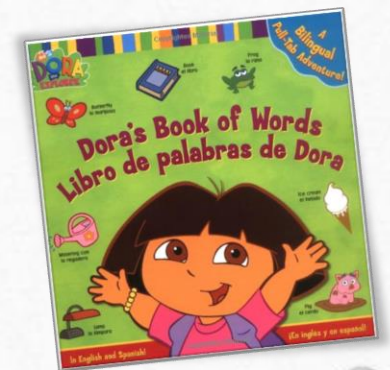
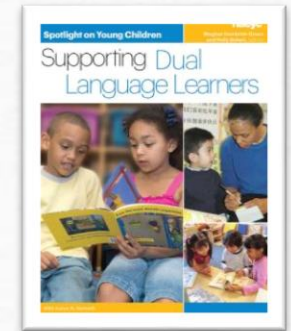
- Behavior is a form of communication. Children who are unfamiliar with the language of the classroom may exhibit acting out, aggression, frustration or anger.
- Charlotte comes from family who interacts with two languages. She is also joining the new school experience of socializing with teachers and her peers in Spanish mostly.
- For children who exhibit challenging behaviors it is important to consider the role of language differences and the stress they can cause. Particularly she is a dual language learner who was manifesting disruptive behavior during the class routine.
- Learning is mediated by social experiences, and these are transmitted through language.
- Based in observations, the English language that she used to express herself in the school environment and not being understood, could affect her behavior.

behavior
—❤— is
communication



Recommendations and strategies for teachers to support Charlotte

- Explore home language survey with parents to learn the words that are spoken by the child and family and prepare a welcoming environment for the child.
- Consider negotiation strategies or come to terms with the child, when she wants something.
- Serve as an emotional co-regulator. By remaining calm, validating her emotions, and providing her support to the process. This can be an opportunity to help to identify her needs in a safe matter.
- Referral for evaluation in speech pathology to consider recommendations to support the bilingualism in her school transition.



Follow-up

- Follow-up with communication with family, creating the space to listen their experience perspectives when supporting the child in her school transition. Providing information that would include the progress of the child.
- Discuss referral for evaluation in speech pathology to consider recommendations to support the bilingualism in her school transition.



Regional/Local Chapters in NY/NJ/PR



What is APA?

.... The American Psychological Association (APA) is the largest scientific and professional organization of psychologists in the United States , with over 122,000 members including scientists, educators, clinicians, consultants, and students.

What are local chapters?

...affiliations with the American Psychological Association. The Regional associations are representative of the scientific and professional interests of the psychologists within a given region of the country.

Regional and Local Chapters

New York	New Jersey	Puerto Rico
<ul style="list-style-type: none">• New York State Psychological Association (NYSPA)<ul style="list-style-type: none">• 11 regional associations (Brooklyn, Central, Genesee Valley, Hudson, Manhattan, Nassau County, Northeastern etc.)• New York State Graduate Students (NYSPAGS)	<ul style="list-style-type: none">• New Jersey Psychological Association (NJPA)• New Jersey Psychological Associations for Graduate Students (NJPAGS)	<ul style="list-style-type: none">• Asociación de Psicología de Puerto Rico - <i>Puerto Rico Psychology Association</i>

NY/NJ/PR LICENSURE REQUIREMENTS



LICENSE



- Licensure verifies that both school training and field experience have been completed along with evaluations of all competencies.
- American Board of Professional Psychology (ABPP) is the primary organization for Specialty Board Certification in Psychology.
 - 15 Specialty Boards and one Subspecialty Board.

NY/NJ/PR LICENSURE REQUIREMENTS

New York	New Jersey	Puerto Rico
<ul style="list-style-type: none"> • Doctoral Degree in Psychology or closely related field from a regionally accredited institution. • 30 semester hours with at least three in from core courses. • New York mandates training in Child Abuse-integrated into program. • 2 years of supervised experience; 1750 per year. • Post-docs work under a temporary permit. • Examination for Professional Practice in Psychology (EPPP) (after graduation) <p>October 21, 2021</p>	<ul style="list-style-type: none"> • Doctoral degree in Psychology or closely related field. • 40 semester hours of psychology courses (at least six core areas). • 3,500 total hours of supervised work experience (1750 post-doctoral hours) • 1000 hrs must be direct client contact. • Post-docs work under a temporary permit. • Examination for Professional Practice in Psychology (EPPP) (must wait until after hours completed) 	<ul style="list-style-type: none"> • Doctoral degree in Clinical Psychology • Master's degree in any other area of psychological practice • Puerto Rican board exam, or a combination of the Association of State and Provincial Psychology Boards (ASPPB), and the Examination of Competencies in Ethical, Legal and Professional Matters (ECAELP) exams. • Have passed the Puerto Rican board exam or the combination of the ASPPB and the ECAELP exams.

THANK YOU!

Questions???

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