Techniques of Psycho-educational Assessment II

PSYC 609, Section 001, 3 Credit hours
(Class)Tuesday 12:30 – 2:45
Kinard 119
(Lab) Tuesday 3:00 – 4:15
111 Kinard Building
Fall 2016

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Office Hours: Monday (1:00-4:00) & Wednesday (2:00-4:00); other times by appointment only

Teaching Assistant:
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E-mail: ttucker@rhmail.org (work)

Primary Texts:
1.   Dombrowski, Stefan. (2015). *Psychoeducational Assessment and Report Writing.* New York: Springer-Scientific.

Supplemental Texts:
1.   Mathers, Nancy. (2015). *Essentials of Woodcock Johnson IV Test of Achievement Assessment.* Hoboken, NJ: John Wiley & Sons, Inc.
2.   Schrank, Fredrick, Decker, Scott, Garruto, John. (2016). *Essentials of WJ IV Cognitive Abilities Assessment.* Hoboken, NJ: John Wiley & Sons, Inc.

 * Additional reading material will be posted to Blackboard for easy access.

Course Description

This course is the second of a three-course sequence, designed to train candidates in the selection, administration, interpretation, and reporting of evaluation data for adolescents and young adults. Candidates will be trained in major instruments and techniques for conducting psycho-educational assessments for secondary and post-secondary individuals in educational settings.

This assessment course is best characterized by its competency-based orientation. The teaching and evaluation methods used in this course focus on the acquisition and application of specific, discrete skills necessary to competently conduct comprehensive psycho-educational evaluations with adolescents and young adults. Videotaping of candidates' test administration and feedback conference skills is an important training and evaluation procedure used in this course.

This competency component provides each candidate with supervised experience in the administration, scoring, interpretation, and reporting of test instruments/batteries covered in the class. The supervised training experience in this course is divided into two phases: Guided practice and Independent competency-based taping.

Goals:
This course is designed to continue each candidate's skill development in:

- Conceptually understanding of emerging theories of cognitive abilities; contemporary knowledge of appropriate diagnostic achievement and social-emotional assessment techniques and measures for teens and young adults.
- Competently administering and evaluating the results of various standardized and criterion-references measures of adolescent/ young adult cognitive abilities, academic achievement, and social-emotional functioning.
- Understanding and utilizing empirically-based method for evaluating information obtained during the assessment process.
- Integrating knowledge and skills from the first assessment course and the interventions course, with new assessment skills mastered this semester.
- Effectively linking assessment results with interventions strategies for identified academic, behavior and/or social/emotional deficits adolescents and young adults may demonstrate.
- Awareness and sensitivity to cultural and ethnic issues related to assessment of diverse populations.
- Communicating assessment findings in both oral and written formats in a clear, concise manner.

Learning Objectives:
At the completion of this course candidates will have the skills to:
1. Competently administer and interpret the Stanford-Binet-5, Woodcock Johnson IV (cognitive, achievement, and oral language) and RIAS-2 adhering to all procedures for standardized administration of these instruments.
2. Competently administer, and interpret selected affective and behavior rating scales appropriate for use with adolescents and young adults.
3. Determine the types of clinical history information needed and relevant to a referral; design/redesign diagnostic interview forms for gathering needed diagnostic history, and competently interview clients to obtain any and all needed information prior to administration of any standardized tests.
4. Analyze, synthesize, and integrate all assessment results into a written report.
5. Clearly link assessment results with intervention strategies/recommendations to address deficit areas identified during an assessment.
6. Verbally communicate findings and analyzes in a clear manner to professional and nonprofessional consumers.
7. Critically evaluate the psychometric properties and overall utility of other individually administered measures of aptitude, achievement and/or social/emotional/adaptive behavior as assigned.

Required Materials

Candidate Supplied:
- Two (2) blank 120-minute mini videotapes or SD card for video camera
- One (1) stopwatch, digital timer, or digital watch with a stopwatch function
- Age appropriate individuals for practicing all test instruments
- One individual between ages 13-17 yrs. for Competency-based taped administration of Middle school/High school battery
* Individuals used for practice, may not be used for tapings

Program Supplied:
- Video cameras for taping
- Reserved space for taping
- Individuals aged 18-25 for Competency-based taped administrations of Young adult battery (will be provided by professor)
- *All test materials, including test protocols*. Test protocols are available in the file cabinets in 110 Kinard. If the protocols needed are not in the file cabinets, please tell the School Psyc Grad Assistant immediately.

   Test Kit Checkout Procedures.

- It is each candidate's responsibility to keep the test kits safe.
- **Lost or stolen kits/test or parts will be replaced at the candidate's expense**.
- All test kits needed for the course will be made available for checkout to candidates enrolled in the class.
- All candidates must see the School Psych Grad Assist to check out tests materials. No one can check test out for you, you must do this yourself. <u>Do not leave test kits in the main department office</u>.
- Some sharing of test kits will be required (social/emotional/behavior scale manuals)
- Please try to be efficient in your use of the manuals and space. Plan and schedule all testing sessions in advance.
- Return all kits/manuals in the condition you received them. **Do not write in manuals**.
- <u>Make sure your name is cleared from the check-out file after you return any kit</u>. See School Psych Grad Assistant to return all test materials.
- <u>Cameras must be checked in and out with the School Psych Grad Assistant</u>. **Do not return them to Ms. Linda, leave it in the Psyc Department or just leave it in 110 Kinard**. Make sure you hand it to the Grad Assistant! <u>If lost, you will be changed for its replacement.</u>

Course Requirements

▸ **<u>Throughout the semester each candidate is responsible for the following</u>**:
- Maintain working files (protocols, reports--drafts and final reports. Release of Information forms and any other paperwork relevant to the two competency-based assessments conducted during the semester.
- Regular and punctual attendance. There are 16 weeks in the semester and considerable information will be made available to candidates through class lectures and activities. Each candidate is expected to make every effort to be on time for class and lab so that we may start and end on time. Should repeated tardiness be an issue, a class conference will be called and the group will decide how best to handle this problem. <u>Any candidate tardy for more than 3 class meetings will have their final grade reduced by 10%.</u>
- Active participation in class discussions, in-class and lab activities. Participation will be graded holistically. I will consider whether you have regular and punctual attendance, actively participate in class discussions and take part in all in-class activities.
- Satisfactory completion of all competency-based requirements. (Each competency-based component will be graded independently using specified criteria posted on Blackboard.)

▸ **Phase One: Guided and Independent Practice**
- The Binet-5, RIAS-2 and WJ-IV COG will be reviewed in class. Attention will be given to special administration considerations as well as interpretations of test data.
- Guided practice for each test will be conducted during Lab time.
- Independent practice of each tests assigned for this class will be done outside of class/lab times. <u>It is each candidate's responsibility to obtain subjects for these practice administrations.</u>
- Case studies will be used to provide candidates opportunities to practice interpretation of assessment results
- Lab time may be devoted to (a) question and answer sessions related to administration, scoring and/or interpretations issues that arise, and/or (c) case studies.

1) **Guided & Independent Practice Tests Administration and Written Interpretation**: Candidates will practice each test outside of class and provided a written interpretation of obtained results, with tabled data, as indicated below. This requirement is designed to allow each candidate to become familiar with the administration, scoring and interpretation of each test prior to competency-based tapings. <u>Remember: falsification of practice protocol results is a serious offense and may result in</u>

the candidate receiving a grade of 'F' for the course and/or disciplinary sanctions as outlined in the Student Handbook for the University.

NOTE: practice protocols must be submitted, reviewed and graded prior to taping of any battery for competency evaluation.

2-Practice administrations and 2-interpretations required for the following:
Reynolds Intelligence Assessment Scale, 2nd Edition (RIAS-2)
Stanford Binet Intelligence Scales, 5th Edition (Binet-5)
Woodcock Johnson IV Test of Cognitive Abilities Standard Battery (WJ-IV COG)
Woodcock Johnson IV Test of Achievement Standard Battery (WJ-IV ACH)

1-Practice administrations and 1-interpretation required for the following:
NEO-3
Conners 3 Comprehensive (online)
Tennessee Self-Concept 2nd Edition
OASIS-3
School Motivation and Learning Strategies Inventory (SMALSI)
Self-selected social/emotional/behavioral scale from approved list below

✓ *Practice protocols with interpretations are each worth 5 points* [5% of final grade]

2) **Review, Practice & Present selected social/emotional/behavior scales:** Each candidate will randomly select, review practice, and present on one (1) professor-approved social/emotional/behavioral scale (See table below). These scales have been selected because they are appropriate for use with middle school/high school populations (they can also be used with elementary age students).

Selected Social/Emotional/Behavior Scales

Children's Depression Inventory-2 (CDI^2)	Clinical Assessment of Depression (CAD)
Multidimensional Anxiety Questionnaire (MAQ)	BarOn Emotional Quotient Inventory: Youth Version (EQi:YV)
Multidimensional Anxiety Scale for Children-2 (MASC^2)	Comprehensive Executive Function Inventory (CEFI)
16 PF for Children and Adolescents (16 PF)	Resiliency Scales for Children and Adolescents

Each candidate will have 20 minutes to present an overview of their selected social/emotional/behavior scale. This presentation should include the following:
   a. Brief overview of technical data (publication date; norm sample; reliability and validity; forms available; how administered; administration time
   b. What scale is designed to assess and with whom it might be used
   c. How the results to be interpreted
   d. Impressions: strengths and weaknesses of scale (based on both technical aspects and personal experience)

✓ **Review and presentation of selected scale is worth 15 points** [8% of final grade]

Phase Two: Competency-based administration, scoring and written report of each battery
- Each candidate must demonstrate competence in the administration, scoring, interpretation of the psycho-educational batteries selected for this course.
- Each candidate must demonstrate competence in drafting, editing and finalizing written, comprehensive psycho-educational reports for each battery

- Each candidate must demonstrate competence in diagnostic interviewing skills and the integration of all relevant clinical history information obtained into a written report.
- **Videotaping for competency-based administration grading of skill development will occur only after guided and independent practices have been completed successfully.**

Competency-based Administration/Scoring of Test Batteries: Two (2) Competency-based battery administrations are required in this course. Each assessment battery has been set by the professor. Candidates will be assigned two clients (one for each battery) to assess. Each candidate will videotape the diagnostic interview and the administration of the cognitive abilities tests. To establish candidate competence tapes will be reviewed (by professor or teaching assistant), evaluated and graded using the rubric provided. One-on-one feedback will be provided following each taping.

Middle School/High School Battery	**College Battery**
Binet-5 *(videotape this)*	RIAS-2 *(videotape this)*
WJ-IV Test of Achievement *(videotape this)*	Diagnostic Clinical Interview *(videotape this)*
Conners Comprehensive	WJ-IV Test of Achievement
SMALSI	NEO-3 Personality Scales
OASIS-3	Tennessee Self Concept Scale: 2
Tennessee Self Concept Scale: 2	Social/Emotional/Behavior scale (if needed)
Selected Social/Emotional/Behavior scale**	Adult ADHD scales *

** This is the test you randomly selected for review, practice, and presentation
* These will be presented in class and used on a case by case basis.

- ❑ Tests administration and scoring competence will be evaluated and graded via review of videotapes and completed protocols. <u>Candidates will arrange time to meet with the professor or teaching assistant to review each taped session and all scored test protocols.</u>
  - *Rubric for grading competence in tests administration will be posted on Blackboard*

  - ▪ **Cognitive and Achievement Competency Administration/Scoring are worth 100 points per battery [35% of final grade]**

Diagnostic Clinical Interviews: Prior to beginning any assessment it is important to gather as much relevant background information as possible. While having clients fill out history forms is a good start, many times important information is not provided in the detail needed or simply not asked. To allow candidates to continue horn the interview skills introduced in the Consultation and Counseling courses, they will interview each client assigned to them for the competency-based assessments.

Candidates will develop a "diagnostic form" to provide structure to the interview and insure that as much relevant background data about their client is known prior to beginning their testing. <u>These forms will be reviewed and approved by the professor prior to use and must be used when videotaping this competency-based skill requirement.</u>

- ❑ Diagnostic Interviewing skills competence will be evaluated and graded via review of videotapes.
  - ▪ *Rubric for grading competence in interviewing skills will be posted on Blackboard*

  - ✓ **Diagnostic Interview skills is worth 25 points [12% of final grade]**

<u>Scheduling Logistics:</u>
  1. Candidates <u>need to videotape their client interview prior to administration of cognitive abilities test for the College Battery.</u>

2. Candidates need to sign up to use both video cameras and space in Kinard to videotape all competency components.

Integrated Written Reports: Two written reports, corresponding to the Middle School/High School and College batteries will be submitted for competency evaluation and grading. Each report will be comprehensive (integrating knowledge and writing techniques learned across assessment courses (PSYC 608 & 609). Each will include, reason for referral relevant background information, a Diagnostic Summary section, tabled quantitative data at the end of the report, and age appropriate, evidence-based recommendations based on assessment results.

➢ Format for these reports must reflect the preferred report style of the professor. This may or may not be similar to the format used in PSYC 608. This requirement may seem petty, but candidates will find that psycho-educational report formats vary widely from school district-to-school district. It is imperative that candidates master a variety of format styles during their training.

    ➢ Optional Draft report reviews: The Tanya Tucker (teaching assistant) and I will review **one draft report per battery** any candidate wishes to submit prior to competency grading. *These drafts may be submitted only within a limited window of time--at least 7 days prior to submission of that report for competency grading-- and must be submitted electronically via email.* This review will provide suggestion only and is not intended to help you edit or correct your interpretation of test data. We will not spend extensive time reviewing draft reports.

    Mrs. Tucker and I will not write your reports for you, but we will provide comments and feedback on any major errors, omissions, and/or format problems we note in our review. We will also assist candidates with wording any sensitive information that needs to be included in a report. It is each candidate's responsibility to review and edit the draft report prior to emailing it for review.

All reports submitted for competency grading must be submitted via Blackboard and all protocols must be scored and turned in to professor or teaching assistant by the time of reports are posted to Blackboard.

Any report submitted for competency grading not meeting or exceeding a grade of 83 on the first submission must be corrected and resubmitted for re-grading.

Any candidate report still not meeting competency after the 2nd grading, will continue to clean their report with no further opportunities to improve their grade on that report.

All reports will be corrected to meet the standard set by the professor before a grade is assigned for the class.

❑ Competence in interpretation of assessment data and linking results to appropriate interventions will be evaluated and graded as part of written reports submitted for each test battery.
    ▪ *Rubric for grading competence in report writing will be posted on Blackboard*

    ✓ **Written reports are worth 100 points per battery [35% of final grade]**

Feedback Conference Role-Play: Each candidate must role-play providing assessment results feedback to a "school-based team" (classmates will serve as team members).
    This competency-based role-play will be done in in-class (see class schedule)

    Each candidate will 15 minutes to present their results from one of the assessment batteries completed this semester.

- *Rubric for grading competence of the feedback conference will be posted on Blackboard*

✓ **Feedback Skills are worth 50 points [5% of final grade]**

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability which may adversely impact your ability to access academics and/or campus life, and you require accommodations to complete this course, contact the Office of Accessibility (OA) at 323-3290 or assessibility@winthrop.edu. Once you have your official notice of accommodations from the Office of Accessibility, please inform me as early as possible in the semester.

Academic Integrity

Academic dishonesty is a serious offense and may result in the candidate receiving an F for the course. Academic misconduct includes but is not limited to providing or receiving assistance in a manner that is not authorized by the professor in the creation of work to be submitted for academic evaluation. For additional information, candidates should see Winthrop's Student Handbook.

Final Grades

To pass this course, candidates must:
a) Pass each competency-based component of the course at a technical adequacy established on the grading rubrics
b) Submit all materials in a timely manner (i.e., Practice protocols, videotapes, written reports)
c) Actively participate in class and lab

NOTE: Repeated failure (more than 2 resubmissions) to meet competence on either administration and/or scoring within any competency battery or with written reports will result in competency not being met for that test or report and possible failure of the course. Difficulties with competency with either competency-based written report, test administration and/or scoring will be shared with faculty supervisors for traineeship so that additional supervision and monitoring may be arranged prior to the candidate administering the problem test(s) in school settings during traineeship.

Due to the individualized review component of this course, late assignments will be penalized 6% per day. Exceptions will be made only for serious illness, emergencies, or schedule changes instituted by the instructor.

Scaling for Final Grading: This is a skills-based course and therefore it is an A, B, F course in grading structure. Grades for the course will be assigned based on successful completion of each of the following components:

Scaling:

Grade	Description	% (weighed)
A	Work is excellent; student not only demonstrates high achievement but also superior intellectual initiative beyond the objectives of the course; superior test performance; consistent superior performance across all work and tests.	96-100
A-	Work is excellent; student demonstrates either high achievement (by going beyond the requisites of the course) or surpasses expectations for a student at this level; clearly	91-95

	demonstrates knowledge and excellent skill-based competence in all areas evaluated.	
B+	Work is very good; student demonstrates clear understanding of the material and work is generally proficient and relatively free of errors; very good competent-based evaluations.	87-90
B	Work is acceptable; student has applied requisite understanding of the material; acceptable competency-based performance evaluations.	83-86
B-	Work is acceptable but lacking precision or understanding of the material; below average competency-based skills evaluation performance.	80-82
F	Work is unacceptable for a graduate student; work errors greatly exceed those of the class, student has not effectively applied knowledge at this level from readings, class; poor performance on competency-based skills evaluation. Course must be repeated.	Below 80%

Tentative Schedule
(Adjustments to due dates may be made in consultation with class)

Date	Lecture Topics	Assignments	LAB/ Assignments Due
August 23	▪ Course Introduction ▪ Legal Issues in assessing teens and young adults in secondary and post-secondary settings: Section 504 and transition planning for students with disabilities	▪ Course Syllabus ▪ Dombrowski Chapters 1-2 ▪ Readings on Section 504 and transition planning [posted to Blackboard]	❑ **No lab**
August 30	▪ "Consumer Responsive" Reports ▪ Ethical Issues in assessment	▪ Dombowski Chapter 5, 6 & 9	❑ **No lab**
September 6	▪ Introduction: Binet-5	▪ Binet-5 Administrative Manual ▪ Dombrowski Chapters 7 & 8 ▪ Essentials of WJ-IV ACH Chapters 1-2 ==(Bring Binet-5 kits to class and lab)==	❑ **Lab**: Guided Practice of Binet-5
September13	▪ Interpretation of Binet-5 ▪ Introduction: WJ-IV ACH	▪ WJ-IV Test of Achievement Manual ▪ Essential of WJ-IV ACH Chapters 3-4 ▪ Dombrowski Chapter 10 (Bring WJ-IV ACH to class and lab)	❑ **Lab:** Guided Practice of WJ-IV ACH
September 20	▪ Interpretation of WJ-IV Test of Achievement ▪ Overview: Conners Comprehensive, SMASLI, Tenn-2, OASIS-3	▪ Dombrowski Chapter 11 ▪ Essentials Chapter 5	❑ **Lab**: Q & A for Online scoring of WJ-IV Tests ❑ Practice protocols Due: Binet-5,

September 27	▪ Candidate Presentations of Selected Social/emotional/behavior scales **Middle school Battery Tapings begins**	▪ Dombrowski Chapter ▪ Essentials of WJ-IV ACH Chapter 6 & Appendices A, B	❑ Practice protocols Due: WJ-IV Achievement OASIS-3, SMASLI. Tenn-2 ❑ **No Lab**
October 4	▪ Candidate Presentations of Selected Social/emotional/behavior scales (continued) ▪ Diagnostic Interviewing: What is important to know about a client before beginning an assessment?	▪ Dombrowski Chapter 3 ▪ Readings on Diagnostic Interviewing [posted on Blackboard]	❑ **Lab:** Guided Practice Developing Interview Protocol ❑ Practice protocols Due: Selected social/emotional/behavior scales practice/interpretations
October 11	▪ Diagnostic Interviewing Guided Practice ▪ Introduction: RIAS-2	▪ Dombrowski Chapter 15 ▪ RIAS-2 Administration Manual	❑ **Lab**: Diagnostic Interviewing Practice
October 18	▪ RIAS-2 Interpretation ▪ Overview of NEO-3	▪ Dombrowski Chapters 17	❑ **Lab:** Guided Practice of RIAS-2 ❑ **Middle School Battery Competency-based tapes/SD card due by Oct 20 @ 3:00pm** (including all scored test protocols)
October 25	▪ Introduction to WJ-IV COG	▪ Dombrowski Chapter 14 ▪ WJ-IV Manual ▪ Essentials of WJ-IV COG Chapters 2-3	❑ **Lab**: Guided Practice WJ-IV COG ❑ Practice protocols Due: RIAS-2; NEO-3; Interview protocol
November 1	▪ WJ-IV COG Interpretation ▪ Giving Feedback/Oral Reporting **College Battery Taping Begins**	▪ Dombrowski Chapter 18 ▪ Essentials of WJ-IV COG Chapters 4, 6-7	❑ **No Lab:** Individual meeting available as needed ❑ *Draft Middle School Battery Reports accepted (Mon-Thurs.) this week only. Reports must be emailed by 5:00pm Thurs for review*

November 8*	▪ No Class (Election Day)		❑ **No Lab:** Individual meetings as needed ❑ **Competency-based Middle School Reports due by Nov 8 @ 5:00pm**
November 15	▪ Differential diagnosis/classification of Emotional Disturbance: IDEA or DSM-5?	▪ Dombrowski Chapter13	❑ **College Battery Competency-based tapes due Wed. @ 4:00pm** (including all scored test protocols)
November 22	▪ **Competency-based Feedback Role-plays**		❑ *Draft College Battery Reports accepted Mon-Thurs. this week only. Reports must be emailed by 5:00pm on Thurs for review.*
November 29	▪ **Competency-based Feedback Role-plays** (continued)		❑ Practice protocols Due: WJ-IV COG ❑ **College Battery Competency-based reports Due by Dec 2nd @ 3:00**
Finals Week (December 6)	▪ Course wrap-up (No Class)		❑ Signed copies of final College reports due by Dec. 9th @ Noon

Attempts will be made to make no major changes in due dates or course content without consulting candidates.

Winthrop School Psychology Program
Syllabus Addendum for PSYC 609

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 graduate education and practice domains and how course grades are determined by the instructor.

NASP Domains of Training and Practice	Course Focus	Assessment Methods
2.1 **Data-Based Decision-Making and Accountability** • School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☐ Candidate presentations ☒ Graded simulations Other: Please describe
2.2 **Consultation and Collaboration** • School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☒ Graded simulations Other: Please describe
2.3 **Interventions and Instructional Support to Develop Academic Skills** • School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☐ Candidate presentations ☒ Graded simulations Other: Case Studies

2.4 **Interventions and Mental Health Services to Develop Social and 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.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☒ Graded simulations Other: Please describe
2.5 **School-Wide Practices to Promote Learning** • School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. • School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☒ Graded simulations Other: Please describe
2.6 **Preventive and Responsive Services** • School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. • School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.	**This domain is**: ☒ Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☒ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe
2.7 **Family–School Collaboration Services** • School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. • School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.	**This domain is**: ☒ Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☒ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe

2.8 **Diversity in Development and Learning** • School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. • School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☐ Candidate presentations ☒ Graded simulations Other: Please describe
2.9 **Research and Program Evaluation:** • School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. • School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.	**This domain is**: ☒ Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☒ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe
2.10 **Legal, Ethical, and Professional Practice** • School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. • School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☒ Graded simulations Other: Please describe