

A JOURNEY OF LEARNING AND SKILL DEVELOPMENT: PRACTICUM REPORT OF

ALANNA LATURNAS

A Practicum Report

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by

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ABSTRACT

This report focuses on the aspects of an assessment-based practicum with Prairie South School Division No. 210, in Moose Jaw, Saskatchewan. Cognitive assessments, specifically psycho-educational assessments are discussed. Information describing the setting, expectations, responsibilities and procedures of the practicum student and placement are included. Procedures are discussed in regards to referral processes and psycho-educational assessments within an educational setting. Reflections and learning opportunities are presented at the end of the report. Appendices are included for reference to forms used by the student and Prairie South School Division No. 210.

Key words: practicum; practicum report; psycho-educational assessment

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ACKNOWLEDGEMENTS

I would like to extend my sincerest thanks and appreciation to my practicum supervisor, Ms. Kristin Bellows. I had the privilege of working with, and learning from, Ms. Bellows from the beginning of May 2017 to the end of June 2017. Ms. Bellows provided me with encouragement, mentorship, and support in my learning endeavors.

Many thanks to Mrs. Lori Meyer, Superintendent of Learning at Prairie South School Division #210, who passed along my practicum request to the Educational Psychologists in the Learning Department. I appreciate the generous opportunity to have worked with such a caring group of skillful individuals.

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DEDICATION

I dedicate this Practicum Report to my parents, Laurie and Gordon Laturnas. Thank you for your endless love and support, in every way, as I journeyed through my schooling endeavors. Words fail me as I try to express my immense gratitude. It sounds cliché, but I truly could not have done any of it without you both. You are so appreciated. Thank you.

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LIST OF ABBREVIATIONS

ABAS-3	Adaptive Behavior Assessment System – Third Edition
ADOS-2	Autism Diagnostic Observation Schedule-Second Edition
ASRS	Autism Spectrum Rating Scale
CBRS	Conners Comprehensive Behavior Rating Scale
EVT-II	Expressive Vocabulary Test – Second Edition
KABC-II	Kaufman Assessment Battery for Children – Second Edition
KTEA-3	Kaufman Test of Educational Achievement – Third Edition
NEPSY-II	Neuropsychological Assessment – Second Edition
PPVT-IVA	Peabody Picture Vocabulary Test-Fourth Edition Form A
PSSD No. 210	Prairie South School Division No. 210
VMI	Beery-Buktenica Developmental Test of Visual-Motor Integration- Sixth Edition
WIAT-III	Wechsler Individual Achievement Test- Third Edition
WISC-V	Wechsler Intelligence Scale for Children, Fifth Edition
WJIV-TA	Woodcock-Johnson IV Tests of Achievement
WJIV-TCA	Woodcock-Johnson IV Tests of Cognitive Abilities

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A Journey of Learning and Skill Development: Practicum Report of Alanna Laturnas

Background and Preparation

My journey to become an educational psychologist began when I was in my last year of my undergraduate degree at the University of Saskatchewan. I majored in Psychology and decided to obtain an Honours degree to open up opportunities for a Master's degree in Education. After obtaining my Bachelor of Arts Honours Degree, with a Major in Psychology, I decided that I should put my skills and knowledge of early childhood development to work and applied for a job within the education system. I worked as an Educational Assistant for the Prince Albert Catholic School Division No. 6 for two years, allowing me countless opportunities for professional growth within an educational system. I was involved with the most vulnerable of students within the school, and worked with a skilled team of individuals, all with the goal of providing the most established and empirically-based supports for those students. I decided at that time that I wanted to be a part of that professional team making a difference in students' lives.

I was drawn to the Educational Psychology field because of the strong emphasis put on best practice for student learning championed by empirical support. I began my course work at the University of Regina, in the Educational Psychology Master's degree program in the fall of 2015. The last part of my program required a practicum in which I could practice the skills I acquired in my program. I was advised by faculty supervisor, Dr. Ron Martin, to reach out to school systems in and around Regina in order to secure a practicum placement in assessment. I found that placement after my information was passed to Ms. Kristin Bellows, Registered Psychologist (#705), by Mrs. Lori Meyer, the Superintendent of Learning with the Prairie South School Division #210 (PSSD No. 210).

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I began my practicum placement in May 2017 and finished in June 2017, completing a total of 178 hours towards the 150 required by the Faculty of Education. During this time I gained valuable experience working with, and learning from skilled psychologists in an educational setting. The required practicum report and documentation was submitted to complete requirements for graduation within the Faculty of Education.

Practicum Goals

My practicum goals were initially set out in my practicum proposal and discussed with Ms. Bellows during our first meeting together. They involved increased clinical competency, including the ability to integrate and apply the assessment skills I have learned throughout my graduate degree. More specifically, I would apply and improve upon assessment procedures I'm familiar with, and learn other assessments I may not be familiar with, learn how to structure assessment sessions, develop useful and necessary record keeping skills, learn to work collaboratively with a team of clinicians, establish and maintain professional examiner-examinee relationships, and learn about referral procedures. In addition to increasing my clinical competency, I would also develop my caseload management skills, including learning to carry and manage a modest caseload of clients and collaborating with treatment teams and the professional associate to develop recommendations and appropriate plans for clients.

Practicum Setting and Culture

PSSD No. 210's mission and vision statement is "Learning together for our future." The division is centered around four core values. They include: (1) High expectations for educational success; (2) Community involvement and engagement; (3) Division transparency; and (4) A collective common sense approach (Board Policy Handbook, 2013). Together, this vision and

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mission statement and these core values influence how services are approached, offered, and how staff members conduct themselves within the school division.

My practicum was based out of Moose Jaw, Saskatchewan, within Prairie South School Division #210. PSSD No. 210 encompasses 40 schools located within 19 rural and urban communities. Working space was provided to me within the Riverview High School building, located at 650 Coteau Street, W.

The four psychologists within the Learning Department were responsible for covering and providing psychoeducational services to certain schools within the division. Ms. Bellows was responsible for providing these services to four schools within the city of Moose Jaw. I, in turn, was also responsible for working with the schools she served.

Practicum Responsibilities

My practicum responsibilities that directly involved Ms. Bellows included observing/shadowing her psycho-educational administration, observing debrief meetings for parent and school-based team meetings, shadowing during consultation with other professionals, and learning about the interpretation of results and the generation of written reports.

My assigned responsibilities during my practicum included gathering background information (including family, personal, and relevant medical conditions), completing cumulative reviews of educational history, the administration of assessment and testing tools, the interpretation of psycho-educational results, writing comprehensive psycho-educational reports, providing recommendations, and attending and contributing to parent meetings to debrief the findings and recommendations from the written report.

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Referrals for Assessment

PSSD No. 210 has its own system for referral services. Referrals for assessment were filtered through the Learning Department at PSSD No. 210. Consent forms for the assessment process were signed by legal guardians and submitted to the psychologist assigned to the students' assessment (Appendix F). Once the Learning Department received the signed form, a Learning Department file was created for the student. Informed consent was obtained by either Ms. Bellows or myself, through an initial phone call that outlined the assessment process. Questions were answered and background information about the student was gathered.

Ms. Bellows had a working list of student referrals when I began my practicum. She and I worked through seven student referrals for assessment. I was assigned the task of calling the listed legal guardian for the collection of background information. This information was collected in a semi-structured phone interview (Appendix B), and the discussion of my role, as the student, in the assessment process was also discussed. Parents and guardians were informed that because I am a practicum student, Ms. Bellows would be observing and overseeing my role in the entire assessment process (Appendix A).

The majority of the students I/we assessed had previous involvement with student support services within their schools. Further, many students had some involvement with occupational therapy, speech and language therapy, and/or counselling services. Offering and implementing student supports is standard practice before psycho-educational assessments are completed.

Assessment Process

Sattler (2001), noted the importance of using a multidimensional approach when working through an assessment process. Ms. Bellows follows this approach when conducting her assessments for PSSD No. 210, and thus, I did as well. The first step in the assessment process

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was to complete a cumulative review of the student's educational history. I took notes on the student's past achievement, areas of struggle, areas of strength, and school attendance. This information was valuable throughout the assessment process, interpretation of assessment results, and during the writing of the report. Observations were completed in the student's classroom environment, and notes on behaviour, peer interactions, instruction and rule following, work completion, and any other action or observations, were noted and recorded.

Upon first meeting the student, I was careful to put forth a friendly and reassuring demeanor as to instill easy rapport building. I wanted to ensure that the student felt comfortable and confident that they could spend time with me to complete the assessment tasks. To avoid noise and unnecessary distractions that may have impacted the assessment, I assessed the students in a private and quiet work area. I took notes and informally interviewed the students on their likes and dislikes outside of school, as well as their academic likes and dislikes. My goal was to allow for the student to have a voice in their assessment, and ultimately the report that I wrote, by speaking for themselves whenever possible, such as in the initial interviews and during test administration. I finished the informal interview process by obtaining assent. I discussed what we would be doing during our time together, and that the student's role would be to try their best.

Selection of Assessment Batteries

Referral questions were the deciding factors in creating test batteries. I utilized Ms. Bellows' knowledge and guidance in deciding which tests and assessments would be employed in individual cases. Each assessment I completed included the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) (Wechsler, 2014), as a way to gain a snapshot of the student's cognitive abilities and to identify where further testing may be required. In addition to a

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cognitive abilities assessment, an achievement assessment was completed. In most cases, the Wechsler Individual Achievement Test- Third Edition (WIAT-III) (Wechsler, 2009) was used. However, selective subtests from the Woodcock-Johnson IV Tests of Achievement (WJIV-TA) (Schrank, Mather, & McGrew, 2014) were also used to gain a picture of the student's achievement in reading, written language, oral language and mathematics. In addition to administering the aforementioned assessments, I also administered, under the observation of Ms. Bellows, the following assessment and testing tools: Kaufman Assessment Battery for Children – Second Edition (KABC-II) (Kaufman & Kaufman, 2004); Woodcock-Johnson IV Tests of Cognitive Abilities (WJIV-TCA) (Schrank, Mather, & McGrew, 2014); Kaufman Test of Educational Achievement – Third Edition (KTEA-3) (Kaufman & Kaufman, 2015); Peabody Picture Vocabulary Test-Fourth Edition Form A (PPVT-IVA) (Dunn & Dunn, 2007); Expressive Vocabulary Test – Second Edition (EVT-II) (Williams, 1997) ; Conners Comprehensive Behavior Rating Scale (CBRS) – Parent Form; Conners Comprehensive Behavior Rating Scale (CBRS) – Teacher Form (Conners, 2008); Adaptive Behavior Assessment System – Third Edition (ABAS-3) – Parent Form; and the Adaptive Behaviour Assessment System – Third Edition (ABAS-3) – Teacher Form (Harrison & Oakland, 2015). Interpretation of the results from the assessment and testing tools listed above were discussed with Ms. Bellows during the interpretation of results and the generation of reports.

Additionally, there were some assessment and testing tools that I did not administer, but I observed Ms. Bellows in her administration, and /or discussed these assessment and testing tools during report writing, including the, Beery-Buktenica Developmental Test of Visual-Motor Integration- Sixth Edition (VMI) (Beery, 1997); Neuropsychological Assessment – Second Edition (NEPSY-II) (Brooks, Sherman, & Strauss, 2009); Autism Spectrum Rating Scale

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(ASRS) – Parent Form; Autism Spectrum Rating Scale (ASRS) – Teacher Form (Goldstein & Naglieri, 2009); and the Autism Diagnostic Observation Schedule-Second Edition (ADOS-2), Module 3 (Lord, Rutter, Goode, Heemsbergen, Jordan, Mawhood, & Schopler, 1989).

Administration

Q-Interactive

Q-Interactive is a digital system that can be used throughout the entire assessment process. It allows psychologists to “create client profiles, choose and develop batteries, and review scored data through a secure web-portal” (Q-Interactive, 2015). During administration, two tablets “talk” to each other through a wireless connection. The psychologist can use one tablet to administer instructions, record and score responses, take notes, and control the visual stimuli, and the client uses the other tablet to view and respond to the stimuli presented (Q-Interactive, 2015).

PSSD No. 210 had a small number of assessments licensed with their Q-Interactive program. In both of my graduate-level assessment courses, I was trained to manually administer the Wechsler assessments, thus, before assessing any students, I had to familiarize myself with the Q-Interactive program version. Ms. Bellows offered me a choice between using a manual kit for assessment or using the Q-Interactive program. I chose the latter. I took the opportunity to learn this new piece of technology to expand my assessment skills. Once I was familiar with the Q-Interactive program, I completed practice assessments within the program, and then proceeded to conduct formal assessments with students on Ms. Bellows’ caseload.

Assessment Administration

The administration of standardized assessments and testing tools requires practice and standardized administration to preserve the reliability and validity of the testing. Familiarity with

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the materials is essential when using assessments with students. Throughout my practicum experience, I was careful and diligent to adhere to standardized testing procedures when working with students. As previously noted, I first shadowed Ms. Bellows in her assessment practices, then moved on to assessing students on the caseload under the supervision of Ms. Bellows.

An assessment administration would typically begin with a WISC-V administration to gain an understanding of the student's current cognitive abilities. Once a cognitive test was administered, an achievement assessment, most commonly, a WIAT-III would be administered next to gain an understanding of their current achievement in academics. Depending on the referral questions and concerns, behaviour scales were often given to the student's Student Support Teacher and to the student's parent or guardian to complete and return for scoring and interpretation. Based on the information from the cognitive, achievement, and behaviour assessment tools, additional testing tools may or may not have been administered to the student. Testing progress was tracked on a *Caseload Progress Chart* (Appendix C).

I was very cognizant of the fact that assessing a student was a very different situation than assessing a volunteer peer in the cognitive assessment classes I had recently competed in my graduate program. It was important to be able to read the student's cues and look for times of frustration, confidence, and fatigue. It was important for me to learn what slight accommodations I could make in order to make the student more comfortable, all the while maintaining a level of standardization in testing.

I also noted the importance of a semi-flexible schedule when conducting psycho-educational assessments. There were multiple times where students were scheduled for assessments but were absent from school. Ms. Bellows had an efficient working caseload that allowed us to change our focus to another student, to complete assessments on other students on

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the caseload. Additionally, a couple of parent meetings were cancelled or delayed due to parent or guardian absences, which required me to prepare and administer other assessments to other students on the caseload.

Observations

As one of the four pillars of assessment, observation is essential in a well-rounded psycho-educational assessment (Sattler, 2001). Observation allows for insight into how a student may feel or approach their surroundings, and it gives the observer a chance to see how a student functions in one of their most familiar environments, such as their homeroom classroom. I was able to take part in several classroom observations, noting the referred student's behaviours, willingness or unwillingness to perform tasks and attitudes towards peers. I used and referred to the observational data I collected when I was interpreting results, and writing my report, specifically when describing my observations and forming recommendations. Observational notes were taken in my private notebook.

Scoring and Interpretations

As previously noted, I used the Q-Interactive software program, so for many of the assessments, results were scored and available instantly after a subtest administration. This made generating ideas and interpretations about a student's cognitive and achievement profile much more efficient when engaging in case conceptualizations and when writing reports. That being said, Ms. Bellows was an essential and much appreciated part of the scoring and interpretation process. For assessments that were not subsumed under the Q-Interactive license, Ms. Bellows instructed me on how to use the manuals and score the testing results by hand. One of the biggest challenges for me in my practicum was knowing and learning how to make sense of what the cognitive profiles were telling me and gaining meaningful information from them. When

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inconsistencies in the cognitive ability and achievement scores arose, Ms. Bellows and I would discuss the possible reasons for these inconsistencies, and if there was a need for additional assessments to clarify the diagnostic picture.

Once all the test scores were compiled and reviewed, Ms. Bellows would help me to gain a meaningful understanding of the cognitive, achievement, and behaviour profile as a whole, and we would discuss possible current diagnoses, as well as diagnoses that the student may be at risk for developing in the future. I consider this consultation time with Ms. Bellows to be one of the most important opportunities for me in my practicum, as the interpretation of results was perhaps the most difficult in the assessment process.

Report Writing and Recommendation Development

In preparation for independently writing psycho-educational reports, Ms. Bellows shared some of her past reports. She noted that she is constantly altering the format of the reports to allow for greater ease of readability. This tells me that the writing process is constantly evolving and improving. Additionally, I was able to observe Ms. Bellows throughout the entire assessment process and take notes that allowed me time to prepare for my turn in fully writing reports.

I used a report template that Ms. Bellows created, as I found it followed a logical and sequential way of sharing test results. Each report that I wrote included personal information about the student such as, testing dates, age, birthday, grade, historical information, observations, a list of the test batteries administered, description and results of assessments, and recommendations. Recommendations were included as a way to underline supports that may be beneficial to a student's strengths and weaknesses specific to their cognitive profile. Recommendations were closely tied to the assessment results to yield the best and most successful outcomes.

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Ms. Bellows reviewed and provided corrective and constructive feedback on all reports I worked on, as there is an immense amount of information that needs to be clearly understood by the student's parents and guardians, as well as teachers and support staff who work with the student. My reports then went through a series of revisions and a final review before being printed and included in the student's Learning Department File as a living document to be presented to stakeholders and referenced in the future.

Debrief Meetings for Results and Recommendations

Meetings were held to debrief the results gathered in the completed psycho-educational report written by either myself or Ms. Bellows. Debriefing meetings included the parents or guardian of the referred student, Student Support Teachers, the classroom teacher, Ms. Bellows and myself. Sometimes, a member of the school administration would be in attendance.

Meetings typically began with Ms. Bellows introducing herself, and me as her practicum student, followed by a discussion of the assessment results and recommendations. Parents and guardians were encouraged to ask clarifying questions at any point throughout the meeting, and to let us know if we seemed to misrepresent their child in any way.

Strengths and struggles were presented in the meeting as areas to build on, and were reflected in the recommendation section of the report. Ms. Bellows would present the cognitive profile in a meaningful way to allow for understanding. I was encouraged to offer any input I thought helpful in addition to the information she presented. A brief discussion of the strategies and support recommendations were discussed to aid the school staff in furthering the student's learning. Finally, parents and guardians were left with the option to call Ms. Bellows if any further questions about the report or report process or results arose.

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Collegial Learning

Ms. Bellows ensured that I had the chance to include additional learning opportunities into my practicum experience within PSSD No. 210. In addition to connecting and consulting with other psychologists in the Learning Department, I also had the chance to work and consult with Speech and Language Pathologists, Student Support Consultants, Student Support Teachers, and Counsellors. On numerous occasions, consultation with other members of the Learning Department became a part of my day. I was able to observe how Ms. Bellows approached complex issues related to past student cases, and I was able to gain a great deal of valuable information from these impromptu meetings. Often, after the impromptu meetings concluded, Ms. Bellows and I would continue to discuss certain aspects of the cases, and she would allow me time to ask additional questions in order to further aid my learning experience.

Practicum Reflections

As I reflect on the past two months of my practicum time with Ms. Bellows and PSSD No. 210, I reflect on the vast amount of knowledge that I gained. I am leaving with a greater understanding of what it actually means to be an Educational Psychologist. Program courses and coursework teach theory and the foundational knowledge needed to perform competently in a chosen field, but field work and practicum experiences are necessary to apply this knowledge in the workplace and to learn how to operate with members of a team. I found that there were some lessons I learned within the practicum at PSSD No. 210 that I could not have learned in the classroom environment. For example, consultation with colleagues was frequently discussed in my graduate courses, but I did not fully understand the magnitude of the contributions of other members of the team. They provided guidance, and often, acted as a sounding board for ideas about treatment plans, cognitive profile interpretation, and potential assignment of diagnoses.

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I was very purposeful in the selection of my practicum setting. I was specifically looking for a practicum that focused on assessment within a school system. That really limited my choices to a few school systems within the Regina area. I was lucky to acquire a practicum so late in the school year, and even luckier to find one that included a strong emphasis on assessment. During the first couple of weeks of my practicum experience, I spent a lot of time observing how Ms. Bellows worked, particularly how she worked with students. I observed Ms. Bellows to have an ease about her when working with students, and a real familiarity when administering assessments. I took notes on both of these qualities, and made sure to emulate them in my own interactions and assessments with students. On multiple occasions, Ms. Bellows allowed me to take home the assessment materials in preparation for administration, which allowed me to feel more familiar with them, and ultimately, more confident when administering the assessments.

Identifying and critically thinking about my strengths and weaknesses was an integral part of my practicum. When learning takes place in such a limited amount of time, it becomes essential to pause occasionally and reflect on one's practice. When I identified shortcomings within my training and skill set, I managed these shortcomings by asking questions. Ms. Bellows was extremely helpful with this strategy. She was always open to a discussion that would clarify any of the questions I had about students or their profiles. Upon completion of my practicum hours, and after careful reflection, I think I struggled the most with the processes of data interpretation, report writing, and generating recommendations. However, with the help of Ms. Bellows, I think that my reports became cohesive and effective representations of the student's cognitive profile. I do think that quality comes with time, and the more that I practice and am

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exposed to the interpretation of cognitive profiles, the better I will become at these components of Educational Psychology.

Developing and maintaining relationships has always been a strength of mine with both colleagues and examinees. I believe this strength comes from a genuine love for what I do, that is, working with people. Having the ability to authentically connect and help people is important in this profession, and I strongly believe that this profession is aimed at providing individuals with the best ways to succeed in spite of their challenges. Ms. Bellows and I had many conversations about the assignment of diagnoses and what they are meant for. She summarized it in a way that rings true for me. She said that a diagnosis should never be used to stigmatize, negatively label or pigeonhole students and their opportunities. It should, however, be used as a tool to communicate information. When a set of symptoms or learning profile has a name or label attached to it, it provides us with a way to access supports that have proven effective for that specific label. It is a way of providing some relief and support to students and their families dealing with or struggling to deal with a certain diagnosis.

Mentorship was an essential part of my practicum experience. Ms. Bellows was always generous with her time, and I feel as though I took appropriate advantage of our time together. A practicum placement is one of the only times in my career that I will be able to have someone right next to me during assessments and data interpretation. It is the only time that instant consultation will be available, as well as constructive criticism in the moment. It is the only time that I will truly have to be a student and to soak up as much knowledge and inspiration as I can. Ms. Bellows provided me with the mentorship necessary to make those points a reality.

I feel that I was able to achieve my learning goals within my practicum time with PSSD No. 210, although I wouldn't dispute the idea that a longer practicum would have been

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beneficial. I feel that by the two-month mark, I was beginning to really experience the way the division and Ms. Bellows navigated referrals and assessment. Had I had a little longer to develop my skills, I would have been able to contribute even more to my practicum setting. I am certain that in my future career, I will take the skills that I've learned during my practicum and really make a difference in that placement.

Summary

During the past two years of my graduate studies program I have experienced a huge amount of professional and personal growth. I believe this is due to the skillful and dedicated professors and instructors in the educational psychology program, as well as the skilled professionals I met during my practicum. The peers that I met in my program greatly influenced me over the past two years. Graduate school can be a bear of an endeavor, and having like-minded and intelligent individuals who shared in my passion was so important to my learning experience. One professor noted how wonderful it was to see how well the students in the program were working together and forming relationships, not only becoming confidants and colleagues inside of the program, but outside as well. I believe this special bond will provide me with lasting friendships, as well as lasting colleagues once we transfer into our professional careers.

As I previously noted, my coursework provided me with foundational knowledge to become an educational psychologist, and my practicum at PSSD No. 210 provided me with a real world experience to practice my skills and connect with skilled individuals. Through this process, I was able to identify my strengths and weaknesses that will benefit me in my future career endeavors. My future goal is to pursue a career in psychology and seek out opportunities

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to hone my skills, and I feel prepared to begin this journey because of the individuals that have mentored me to this point.

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Appendices- Appendix A: Practicum Student Consent Form**Student Informed Consent Information Form**

Practicum Placement: Prairie South School Division 210

Professional Associate/ Practicum Supervisor: Kristin Bellows, M.Ed., R. Psych

Alanna Laturnas is a student completing the final steps of her graduate studies in Educational Psychology. As a component of her practicum at Prairie South School Division #210, under the supervision of Kristin Bellows, Registered Psychologist, she has been granted an opportunity to practice her clinical skills in assessment. Kristin Bellows will supervise all aspects of her practicum experience, including case conceptualization, test administration and report write up. All case notes and other data related to the practicum will be regularly reviewed with the professional associate.

Confidentiality will be maintained for all clients assessed during this practicum, as well as those clients who are reviewed or discussed by the professional associate and other team members. All aspects of a student's work during a practicum placement are subject to the requirements outlined in the *Health Information Protection Act (HIPA)* as well as the *Professional Practice Guidelines for the Saskatchewan College of Psychologists*, which is based on the *Canadian Code of Ethics for Psychologists*.

I consent to Alanna Laturnas's participation in _____ learning and/or
(child's name)

behaviour assessment, as supervised by Kristin Bellows, Registered Psychologist.

Date: _____ Signature: _____

ALANNA LATURNAS PRACTICUM REPORT

Have family members / close relatives experienced problems similar to your child? (Is there any family history of learning/behavioral/emotional problems?)

How is your child's general health? Good Fair Poor

How is your child's hearing? Good Fair Poor Hearing Aide

How is your child's vision? Good Fair Poor Eye Glasses/Contacts

Last exam: _____

How is your child's fine/gross motor co-ordination? Good Fair Poor

How is your child's speech/articulation? Good Fair Poor
Did they receive speech therapy through Public Health prior to entering school? _____

Any sleep concerns? (Difficulty falling asleep or restless sleeper?)

Please describe any health problems/difficulties your child may be experiencing (e.g. asthma, migraines, diagnosed disorders).

Current medications: Yes No

Type(s): _____

Prescribed by: _____

Purpose? _____

How long? _____

ALANNA LATURNAS PRACTICUM REPORT

Were there any medical difficulties/complications at the time of birth?

Was there any smoking/drug/alcohol or other substance use during pregnancy? Specify.

Did your child achieve normal developmental milestones? If no, please describe (e.g., learning to speak, walk, toilet training, etc.)

Has your child ever experienced a serious injury or accident? Describe.
Head Injury? Loss of consciousness? Hospitalized?

Seizures?

Has your child experienced serious emotional stress in the last year?

Parents divorced/separated	_____	Family moved	_____
Family accident or illness	_____	Family financial problems	_____
Death in family	_____	Other (please clarify)	_____
Parent changed job	_____	_____	_____
Changed schools	_____	_____	_____

Has your child previously been assessed for learning, behavioral, speech / language, emotional, or other difficulties? Yes No

If yes, please indicate who completed the assessment, date, and nature of the assessment. (provide copies)

Please list schools attended. How was his/her progress?

How is your child's attendance?

Has your child repeated any grades? Please specify.

ALANNA LATURNAS PRACTICUM REPORT

Has your child received additional educational supports (e.g., resource room assistance, social skills training, etc.)? Describe.

Does your child participate in any organized social or sporting activities? Interests and hobbies?

How does your child do socially? (Troubles relating to other children? Playing alone? Few friends?)

What are the best things/qualities about your child?

List other professionals consulted: (e.g., mental health, medical doctors, counsellors, psychiatrists, etc)

****Explain assessment procedures and how results will be analyzed and shared with parents and school...***

****Explain the parent's role in completing rating scales/checklists etc...***

****Explain when you plan to be at the school. Recommend good breakfast, sleep, etc...***

ALANNA LATURNAS PRACTICUM REPORT

Appendix D: Cognitive Scores Note Sheet

Name: _____

Date: _____

Verbal Comprehension	Similarities	Vocabulary	Information
Visual Spatial	Block Design	Visual Puzzles	
Fluid Reasoning	Matrix Reasoning	Figure Weights	Arithmetic
Working Memory	Digit Span	Picture Span	
Processing Speed	Coding	Symbol Search	
Phono Processing	Phono Processing	Nonword Repetition	
Long Term Retrieval	Story Recall	Visual Auditory Learning	
Rapid Automatic Naming	Naming Speed (Literacy)	Naming Speed (Quantity)	

ALANNA LATURNAS PRACTICUM REPORT

Appendix E: Academic Scores Note Sheet

Name: _____

Date: _____

Oral Language Receptive Vocab Oral Discourse Comprehension

Expressive Vocab Oral word Fluency Sentence Repetition

Reading Early Reading Skills Passage Comprehension Reading Comprehension

Word Reading Psuedoword Decoding

Math Math Problem Solving Numerical Operations

Writing Spelling

Other

Appendix F: Prairie South School Division Referral for Assessment Form

650 Coteau Street W., Riverview Collegiate, Moose Jaw, SK S6H 5E6 P 306 693 4631 F 306 694 4686 prairiesouth.ca

Consent for Services

Our school system employs a number of consultants to assist teachers, parents and/or students who have individual needs. This may involve testing and follow up services. You will be informed of testing results and follow up/treatment plan.

I/we the parents/guardians of _____, give permission/
do not give permission (please circle one) for assessment and/or follow up services to be
provided by the following consultant(s) of Prairie South Schools No. 210.

School Psychologist
Student Counsellor
Speech-Language Pathologist

Parent/Guardian Signature

Date