

AN EXPERIENCE OF PSYCHOEDUCATIONAL ASSESSMENTS
IN SASKATCHEWAN FIRST NATIONS SCHOOLS

A Practicum Report
Submitted to the
Faculty of Education
in the College of Graduate Studies
In Partial Fulfillment of the Requirements for the
Degree of Master of Education
in
Educational Psychology
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ABSTRACT

This report provides a detailed summary of my practicum completed with the File Hills Qu'Appelle Tribal Council and the Yorkton Tribal Council. Under the direction of Iris Rowlett, Registered Psychologist, I carried out achievement, cognitive, and behavioral assessments in several First Nations schools in south-east Saskatchewan. My learning experiences included working with Learning Resource Teachers, classroom teachers, children, and adolescents in school settings. This experience provided me with applied, practical experience in conducting psychoeducational assessments with clients aged 5 to 18 years old.

Key Words: Psychoeducational assessments, First Nations, children, adolescents, school settings

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I would like to thank my Professional Associate, Iris Rowlett. Her background as a classroom teacher, previous work in student services, and experience as a Registered Psychologist gave me the opportunity to learn more about classroom and school psychology practices in terms of real-world application. Ms. Rowlett helped me to better understand the administration and interpretation of cognitive and academic assessments, as well as report writing, diagnosis and the development of debriefing psychoeducational assessments with clients and their care providers. I am extremely grateful for her support and guidance.

I also want to thank Maureen Johns and Bryan Cote, who serve as the Directors of the File Hills Qu'Appelle Tribal Council and the Yorkton Tribal Council, for allowing me to complete my practicum in schools that fall under their jurisdiction. As well, I would like to thank Lisa Ewack, Special Education Coordinator for File Hills Qu'Appelle Tribal Council for her support and expertise in connecting me with the schools. Ms. Ewack's time and guidance were greatly appreciated, and it was encouraging to see her passion for her role within the schools.

I would also like to acknowledge Dr. Ron Martin, my supervisor in the Faculty of Education at the University of Regina. My experience in the courses Dr. Martin facilitated not only provided the foundational knowledge to support my practicum placement but has also provided me with the skills and guidance necessary to continue in my future outside of academia.

Finally, I would like to thank my colleague, Sara Campbell, for providing editing support to help strengthen my final written report.

DEDICATION

I would like to express my gratitude to my husband, Tyson Unterschute, for his commitment in supporting me throughout my graduate program. I will be forever thankful for his understanding of the many hours spent travelling to attend classes, and his commitment in ensuring that our lives at home continued as undisrupted as possible so that I could pursue my dream of completing my Master of Education degree in Educational Psychology.

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LIST OF ABBREVIATIONS

BASC-3	Behavior Assessment System for Children, Third Edition
CARE2	Child and Adolescent Risk/Needs Evaluation
CPA	Canadian Psychological Association
DSM-5	Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition
FHQTC	File Hills Qu'Appelle Tribal Council
LRT	Learning Resource Teacher
PRS-C	Parent Rating Scales, Child
RTI	Response to Intervention
SRP-C	Self-Report of Personality, Child
TRS-C	Teacher Rating Scales, Child
VTRA	Violence Threat Risk Assessment
WIAT-III	Wechsler Individual Achievement Test, Third Edition
WISC-V	Wechsler Intelligence Scale for Children, Fifth Edition
WPPSI-IV	Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition
YTC	Yorkton Tribal Council

Background and Preparation

For as long as I can remember I wanted to be a Psychologist within the school system, even before I *truly* knew what Psychologists were or what they did. Although I initially entered the Bachelor of Science program at the University of Regina, with the intention of majoring in Biology, I realized that I was not passionate about the physical sciences and decided to switch my program route and transfer to Psychology the following academic year. I went on to achieve my honours degree in Psychology, with a secondary Bachelor's degree in Women and Gender Studies. I completed my honors thesis, which used qualitative research methods (i.e., a narrative-based approach) to examine the experiences of women with postpartum depression as part of the program requirements. At that point in time, I had intended to apply for graduate studies to pursue my Master of Education degree in Educational Psychology; however, I chose to go out into the work field to gain practical experience to ensure this was the path I wanted to take. Fortunately, shortly thereafter I became employed by the Good Spirit School Division as a School Counsellor. My career as a School Counsellor introduced me to counselling practices, the workings of a school division, and most importantly, the experience of working with students and staff in an educational setting. I was fortunate to work alongside other professional service providers and to participate in many team meetings, working closely with our area Psychologist on programming and interventions. Based on these experiences, I was motivated to return to the University of Regina to complete my graduate degree in Educational Psychology.

As I began to near the completion of my graduate work, I was directed to Iris Rowlett, who agreed to become my Professional Associate. Through email correspondence, Ms. Rowlett and I were able to develop a proposal outlining the goals of my practicum (see Appendix A), as well as a practicum contract (see Appendix B) for my placement with the File Hills Qu'Appelle

Tribal Council (FHQTC) and the Yorkton Tribal Council (YTC). This documentation, along with the *Work-Based Learning Consent and Agreement* (see Appendix C) was submitted to the Faculty of Graduate Studies and Research at the University of Regina, and approval was granted for the Spring/Summer 2018 term. My practicum placement began March 12, 2018 and was completed by June 15, 2018 for a total of 170 hours.

Practicum Goals

My goals for my practicum placement focused on gaining practical and supervised experience in providing psychological services to clients within a school setting, with a focus on psychoeducational assessments. Specifically, I hoped to gain practical and supervised experience in administering assessment instruments, scoring them, interpreting the resulting data, and then writing reports to support children and adolescents in the educational setting. I was very interested in obtaining specific training in the use of the Behavior Assessment System for Children, Third Edition (BASC-3) (BASC-3; Reynolds & Kamphaus, 2015). I also wanted to develop and refine the way I handled the following aspects of school-based referrals: securing informed consent, interviewing, conducting assessments, writing summary reports, and facilitating debriefing meetings.

Overall, I wanted to apply the theory, knowledge, and skills that I learned in my coursework to my practicum responsibilities. Further, I hoped to provide effective consultation services for classroom teachers and school staff by using “best practice” approaches to manage incoming referrals. I also wanted to observe Ms. Rowlett carrying out her professional responsibilities and to obtain feedback from her regarding my strengths and weaknesses. Finally, I wanted to be able to reflect on my practice and make changes to continue my growth as a professional.

Practicum Setting and Culture

My practicum placement was based out of two tribal councils in south-eastern Saskatchewan where Ms. Rowlett provided contracted school psychology services to clients from Kindergarten to Grade 12. Both the FHQTC and the YTC provided contracted services to their schools, that included speech and occupational therapy, as well as psychological services. The FHQTC had an Education Department that supported students within the File Hills territory. Their purpose was to provide the foundation of culturally responsive education to “holistically” support the development of their students (File Hills Qu’Appelle Tribal Council, 2016). YTC similarly provided services to schools within their territory including contracted Psychologist services.

The First Nations schools in which I completed my practicum retained many cultural components, such as land-based learning, pow-wows, feasts, as well as cultural and behavioural support to be responsive to the needs of their students and families. I was privileged to learn even just a small piece of these cultural components, which functioned to better inform the work that I was doing with clients.

Practicum Responsibilities

As outlined in the practicum contract I was required to gain practical and supervised experience under the direction of Ms. Rowlett, applying the theory, knowledge, and skills gained in my coursework. I was responsible for ensuring I utilized this experience to build my own capacity and competency in the areas of administration and interpretation of assessment measures, report writing, and debriefing meetings. Additionally, I was required to use this experience to reflect upon my own practice, and to incorporate the feedback provided by Ms.

Rowlett. Most importantly, it was imperative that I complied with the Code of Ethics, Fourth Edition, set forth by the Canadian Psychological Association (CPA, 2017).

The FHQTC and the YTC organizations were also responsible for providing me with opportunities to observe the administration of various psychoeducational assessments, and to gain practical experience in conducting these assessments. Additionally, the FHQTC and the YTC were responsible for giving me the opportunity to generate written reports based upon these assessments and to participate in debriefing meetings with clients.

Referrals for Assessment

The clients I worked with during my practicum came from the established referral processes that exist within the FHQTC and the YTC. Generally, referrals for assessment were generated through a school's Learning Resource Teacher (LRT), in discussion with classroom teachers and other support staff.

The FHQTC and the YTC procedures both ensured that prior to the referral being brought forward, a *Request for Psychoeducational Services* (see Appendix D) or *Student Services Referral Form* (see Appendix E), was completed that provided relevant information, such as identifying information, custody/guardianship, reason for request, as well as any previous testing or relevant information. A signed consent form (see Appendix F and Appendix G) was required to be included in the referral package. The FHQTC additionally required the school team to provide the *Caregiver and Teacher Checklists* (see Appendix H), developed in collaboration with a previous contracted Psychologist, which provided relevant information regarding the student's current level of academic, behavioural, and social functioning.

During my practicum placement Ms. Rowlett and I spent some time discussing the crucial, and sometimes challenging, process of obtaining informed consent. At times, I found

that the process of acquiring informed consent from a legal guardian can be difficult as some clients under the age of 18 years may be living with other family members or they may reside in foster care. Ms. Rowlett shared that attempts to ensure proper informed consent are very important and should be well documented. At times the school community worked to help bridge the gap by ensuring that consent was provided by a parent or legal guardian as part of the FHQTC or the YTC referral process. Ms. Rowlett explained that in other circumstances this may have included contacting Child and Family Services to help locate a child's legal guardian. Ms. Rowlett also stressed that it is important to follow the CPA's Code of Ethics, and above all to remember to "do no harm" (CPA, 2017). As a Psychologist it is an ethical obligation to ensure that clients and their families understand what is involved in the assessment process, and this often involves developing a trusting relationship.

The Assessment Process

Referrals for services began with a discussion with the school LRT or Inclusive Education teacher regarding the student's level of academic functioning, history with educational interventions, current classroom supports, and the teacher's role. After discussing the referral, background information regarding the student's history was gathered. First, a review of the student's cumulative folder provided insight and historical background regarding the student's educational record. This process involved taking notes about the student's legal guardian(s), school attendance, academic history, previous assessments, academic or behavioural supports that had been provided, and the schools he or she attended. This information proved to be crucial in establishing the client's background within the school setting.

The Selection of Assessment Batteries

Understanding and clarifying the reason for the referral was critical in the selection of assessment battery measures. Kranzler and Floyd (2013) suggested that the “context of the assessment and the personal characteristics and background” of the client need to be taken into account when choosing an appropriate test (p. 78). Often, referrals were made to facilitate planning and programming for either academic or behavioural support. Reynolds and Kamphaus (2015) suggested that academic and behaviour problems are often closely linked, or perhaps even co-morbid. They recommended including a behavioural assessment as part of a psychoeducational assessment to more closely examine the behavioural components that may be impacting (or may be impacted by) learning difficulties, in order to provide more targeted interventions (p. 9).

After examining the stated reason for the referral and the client’s background data, I found that the pathway forward often became more complex, requiring more than one type of measurement within the assessment battery. One such example, included an assessment with an 11-year-old client who presented with behavioral problems in the school setting. In consultation with Ms. Rowlett, and after examining the student’s previous achievement test results, I conducted a Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) assessment, based on the hypothesis that learning difficulties may have been contributing to the student’s problematic behavior (WISC-V; Wechsler, 2014). In addition to administering the BASC-3 Parent Rating Scales (PRS-C) and Teacher Rating Scales, Child (TRS-C), Ms. Rowlett supported my decision to have the client complete a Self-Report of Personality, Child (SRP-C), to provide information of his or her own viewpoint. This multidimensional assessment battery proved to be very useful in supporting planning and programming recommendations.

When choosing assessment measures, I was always careful to select instruments that were developmentally appropriate for the client. For example, when I was preparing to assess a 6-year-old client, I had initially decided to use the WISC-V. However, after spending some time reviewing the client's file and discovering a history of language delays, observing the student within the school setting, and spending some time individually with the client, I decided that the WISC-V would not be the best choice. After some discussion, Ms. Rowlett and I agreed that the Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV) would be more developmentally appropriate for this particular client (WPPSI-IV; Wechsler, 2012).

The Administration of Assessment Batteries

After the referral had been discussed and the assessment battery was finalized, I moved on to administer the assessment instruments. I quickly realized that the administration of assessments came with many different factors to consider. Reynolds and Kamphaus (2015) suggested that rapport is among the most important factors in a successful behavioural assessment (p. 11). They also stated that the process of acquiring informed consent can aid in the development of trust with a client (p.11). Wechsler (2014) similarly discussed the importance of "establishing and maintaining rapport" as this "increases the likelihood that the child will remain interested and cooperative and give his or her best effort during test administration" (p. 27). As such, gaining assent from clients under 18 years of age was necessary for the completion of a psychoeducational assessment. In one situation, I worked with an adolescent client who initially provided assent, however, upon returning to complete the rest of the assessment, declined to provide assent to continue. After consulting with Ms. Rowlett, it was decided that the cognitive scores were not crucial for the particular assessment, as there were other behavioural and emotional factors to consider. This was noted within the report and the suggestion was made that

cognitive assessment should be attempted again in the future when the client was more regulated with supports in place.

Part of the administration process also involved ensuring that the client was comfortable in completing the assessment. Wechsler (2014) recommended that assessments be conducted in a “well-lit quiet room that is free from distractions and interruptions” (p. 26). Most schools that I worked in were very accommodating and provided suitable spaces to carry out assessments. Wechsler (2014) also contended that the person administering the test should work diligently to exude confidence and calmness, in order to make the client feel less anxious and therefore more capable of delivering their best effort, which ultimately enhances the reliability and validity of the testing process (p. 27). As such, I strived to focus on creating a calm atmosphere for my clients through my confidence in my skills and capabilities.

In addition to the importance of establishing and maintaining rapport, standardization was crucial to “ensure the validity of test results” (Wechsler, 2014, p. 21). Ms. Rowlett and I discussed the importance of standardization, as a large portion of my academic training was spent learning the standardization procedures for the tests I would be utilizing.

Achievement Testing

Part of developing a more complete representation of a student’s abilities when conducting a psychoeducational assessment included the completion of achievement testing. When a student was referred from a school within the FHQTC, a recent Wechsler Individual Achievement Test, Third Edition (WIAT-III) was completed by a qualified staff member and included within the referral package provided (WIAT-III; Wechsler, 2009). Achievement test results were analyzed and interpreted in conjunction with cognitive assessments. The addition of

achievement test findings were necessary when querying a learning disability, and they were generally helpful in supporting academic programming recommendations.

For schools within the YTC, I had the opportunity to conduct achievement tests as part of the psychoeducational assessments I was carrying out. Utilizing the WIAT-III, I worked with two clients to gain a better understanding of their current academic achievement.

Cognitive Testing

As part of my practicum experience, I was a part of several assessments that involved cognitive testing as part of the comprehensive psychoeducational assessment. During my practicum I had the opportunity to observe Ms. Rowlett administering subtests of the WPPSI-IV and WISC-V. I was also given the opportunity to administer these tests.

The WISC-V manual recommends that subtests be administered in a pre-determined order, although it is recognized that there may be extenuating circumstances that make this difficult, such as a lack of agreement from the client (Wechsler, 2014, p. 30). I encountered this particular situation when administering a WPPSI-IV with a client who I found difficult to engage in the completion certain tasks. Although I attempted to administer the test in order, due to the client's unwillingness I did administer subtests out of order to attempt to engage the client. Wechsler (2014) recommended that any alterations made to the standardized order be documented and "considered when interpreting results" (p. 30). Therefore, in consultation with Ms. Rowlett I included this information within the report, providing my rationale in interpretation of the client's results.

Behavioural Assessments

A considerable portion of my time was spent addressing referrals that were intended to address a student's problematic behavior. As with all referrals, I began with a file review before

moving on to conduct observations of a student in the classroom. During my practicum I spent time observing several students within the classroom setting, surveying transitions between classes, subjects, tasks, and other daily routines, as well as examining the classroom for environmental factors that may have contributed to the student's problems, such as lighting, seating, and visuals. Often, I would look to see if there were classroom rules and expectations clearly posted and reviewed. The presence or absence of classroom rules and expectations was often a piece of the assessment puzzle that proved to be meaningful when interpreting the results of rating scales.

During my practicum I spent time utilizing the BASC-3 to gather information regarding a client's behaviour in various settings from parents, teachers, and, when appropriate, from the client. Reynolds and Kamphaus (2015) suggested that there are many factors that contribute to emotional and behavioural challenges, therefore it was necessary to use "a variety of measures, observations, or other data" to convey an accurate overall representation of functioning (p. 1).

Scoring and Interpretation

During my practicum I became acquainted with the Q-Global online scoring program. Ms. Rowlett provided me with experience in entering the data and then utilizing the program to generate an automated report for achievement, cognitive, and behavioural assessments. These reports also provided additional general information about interventions and other recommendations that could be included in my own written report. I quickly learned that although this additional information was very useful, it was my job to understand and interpret the test results to generate recommendations that were tailored to each of my clients.

When interpreting the results from BASC-3 reports generated by Q-Global, I came across instances where index response patterns fell within the "caution" range. Through consultation

with Ms. Rowlett, and review of the BASC-3 manual I was able to navigate these situations to provide meaningful interpretation of these results. I found it useful to include this information within the client's report as this proved to be valuable in understanding the level of distress a client, their care providers, and/or teachers were experiencing.

Diagnosis

Although during my experience there were no clients who met criteria for any diagnosis, Ms. Rowlett and I did spend a portion of time discussing the data collection and decision-making process involved in diagnosing Specific Learning Disorders, as this appears to be the most prevalent diagnosis provided by Psychologists working in school settings. By examining past reports that Ms. Rowlett had written, as well as reviewing the criteria as outlined in the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5; American Psychiatric Association, 2013), I was better able to understand what criteria are necessary for diagnosis. Ms. Rowlett stressed the importance of not relying solely on numbers and scores from assessment results, but to also use clinical judgement in examining all of the data. We discussed the importance of looking for other factors that may have impacted the assessment results (e.g., such as nutrition and past trauma) when considering the possible presence of a Specific Learning Disorder. Ms. Rowlett explained that this can prove to be helpful when developing recommendations and intervention planning.

Report Writing and Recommendations

One of the most crucial parts of the assessment process was writing the report and generating recommendations. Initially, Ms. Rowlett and I spent some time reviewing previous reports she had written, examining the language she used and some of her decision-making processes in generating diagnoses and recommendations. This was helpful in developing my own

written reports and recommendations. Reynolds and Kamphaus (2015) suggested that results from BASC-3 assessments should be communicated in a way that limits “the potential for misuse” and provides “interpretations and warnings about their limitations (scores)” (p. 15). Hass and Carriere (2014) stated that reports should be clear and comprehensible to the consumer (p. 37), while minimizing the potential for misinterpretation. As such, I strived to draft reports that were not only useful to the intended audience but also sought to ensure that the included data and interpretations were clear and meaningful.

Hass and Carriere (2014) suggested that understanding the client’s “strengths and needs” is the foundation of the development of “meaningful recommendations” (p. 93). The careful consideration of background information, interview data, observations, and assessment results were all taken into account when generating tailored interventions and recommendations for the client. The FHQTC requested that all written reports included tiered recommendations that aligned with the Response to Intervention (RTI) model. This was helpful in assisting classroom teachers in understanding and implementing recommendations to best support the client’s needs. I found that in conversations with school personnel, this portion of the report was most important and useful in addressing a student’s specific needs for academic and behavioural support.

Debriefing Meetings

Initially, I observed several debriefing meetings that were conducted by Ms. Rowlett. I appreciated these learning opportunities, as Ms. Rowlett modeled how to efficiently and confidently conduct feedback meetings. Psychoeducational report debriefing meetings were typically scheduled by the LRT in consultation with Ms. Rowlett. At the start of each meeting Ms. Rowlett would introduce everyone at the table. In attendance were staff members who were involved in the educational programming for the client, including teachers, educational

assistants, and the school administrator if possible. In addition to the client's family and/or caregivers, representatives who support the family from outside agencies were invited to attend. During these debriefing meetings, Ms. Rowlett frequently provided examples and spoke in language that everyone could understand.

I also had the opportunity to conduct debriefing meetings, based on the reports I had completed. During these meetings Ms. Rowlett supported me by providing information I may have forgotten or overlooked, or by providing further explanations of difficult concepts. In several meetings I requested that the client's Social Worker attend as the client's legal guardian. In other situations, I may have asked other contracted partners to attend when necessary, such as Speech and Language Pathologists or Occupational Therapists. Ms. Ewack had also informed me that in some past situations, Elders have been invited to attend debriefing meetings in order to be culturally responsive and respectful.

Collegial Learning

During my practicum experience I was involved in conducting an assessment in response to threats made by a student within a school setting. Ms. Rowlett was asked to complete a psychoeducational assessment as part of this process. Cindy Focht, a Registered Psychologist working for the Prairie Valley School Division, was also contracted to complete a risk assessment prior to the student's re-entry into the school. I found it was helpful to observe Ms. Rowlett and Mrs. Focht pursue different goals while coordinating their efforts and ultimate recommendations. As a School Counsellor I have been trained in Violence Threat Risk Assessment (VTRA) and I have been involved in the data collection that occurs in these cases and the team reporting that happens once the assessment has concluded (VTRA; Cameron, 2011). This particular experience was quite different for me, and valuable to be a part of, in

terms of observing the data collection process. Mrs. Focht utilized the Child and Adolescent Risk/Needs Evaluation (CARE2) as part of her comprehensive assessment (CARE2; Seifert, 2012). This particular assessment measure examined both risk and protective factors that could have influenced the level of risk for this particular client. I found it very valuable to learn more about this form of assessment, in terms of its use and practicality examining the contextual factors that may have been impacting a client's level of functioning and risk of violence.

I also had the opportunity to meet with the Speech and Language Pathologist, Brenda Schick, who was contracted by the YTC. I spent some time sitting in on an informal meeting between Mrs. Schick and Ms. Rowlett as they discussed their caseload and student updates. In providing best-practice services to clients, it was important to work collaboratively with other service providers such as Speech and Language Pathologists and Occupational Therapists.

Another rewarding experience involved spending time with the Special Education Coordinator, Lisa Ewack. During my practicum I spent a day with Ms. Ewack learning about the schools within the area, the FHQTC Education Department's structure and its programs, its response to education needs, and supports that are provided by the FHQTC's governing body. Ms. Ewack highlighted the importance of delivering services in a culturally responsive way, and working together with First Nations families. In particular, Ms. Ewack provided me with information regarding *Jordan's Principle*. *Jordan's Principle* is funding available to First Nations children that allows them to access supports and programs they would otherwise be unable to obtain due to financial limitations. As a professional, I feel that it is extremely important to be knowledgeable about the services and supports that clients might be able to access. As a result, I will take the time to identify the possible services and supports that are available in my jurisdiction that my clients may access.

Practicum Reflections and Summary

In reflection of my practicum experience with Ms. Rowlett, the YTC, and the FHQTC, I recognize that I was privy to a very rich and rewarding array of experiences. Through my previous work experience as a School Counsellor I have been fortunate to work alongside our division's Psychologists, and to attend psychoeducational assessment debriefing meetings. However, the experience of conducting psychoeducational assessments firsthand has provided me with an even greater appreciation for the work that Psychologists do. Throughout all of my course work in the Educational Psychology graduate program at the University of Regina, I acquired valuable skills, knowledge, and abilities that I was able to apply in my practicum work. However, my graduate training could not have prepared me for all of the diverse, real-world challenges that may occur when conducting psychoeducational assessments in school settings. I am thankful for the learning opportunities that I experienced during my practicum placement, and even more grateful for the guidance of Ms. Rowlett in helping me to navigate my way through the experience. She always encouraged me to pause and reflect on my practice, and to always view my professional actions through a critical and ethical lens. Most importantly, she allowed me to reach decisions on my own (with her guidance), which was instrumental in bolstering my confidence and autonomy as a professional.

Although I was able to acquire the number of hours that was established in my practicum contract, and to complete several assessments across my practicum placement, I feel that more practical time would have been beneficial. Unfortunately, I was unable to commit to more than the established number of hours due to work obligations. Regardless, the valuable experiences that I acquired during my practicum will help to shape my next steps as a professional.

Overall, this experience was a very challenging, yet rewarding, process. This practicum experience offered me a variety of opportunities to challenge and extend myself in ways that I could not have imagined.

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APPENDIX A

Practicum Proposal

Student:	Kimberley Unterschute
Program:	Master of Education, Educational Psychology Practicum Route
Faculty Supervisor:	Ronald Martin, Ph.D., R.D. Psych
Professional Associate:	Iris Rowlett, M. Ed. (Registered Psychologist)
Practicum Setting:	File Hills Fort Qu’Appelle Tribal Council and Yorkton Tribal Council

File Hills Fort Qu’Appelle Tribal Council and Yorkton Tribal Council provide support in delivery of educational programming that is culturally and community responsive. As part of this model, they also provide psycho-educational assessments in the Fort Qu’Appelle and Yorkton regions as contracted by Iris Rowlett. Through this framework, Iris works with clients, their families and schools to identify the presence of potential learning disabilities, attention deficits and other disorders which interfere with the client’s ability to achieve their full potential in school and in life. Her use of standardized assessments, rating scales, interviewing, and review of developmental and educational history helps to identify cognitive strengths and weaknesses, academic difficulties, and emotional and behavioral issues. Iris works with the client’s network to provide evidence-based, practical recommendations for the client. If appropriate, she provides recommendations for clients and their families to pursue referrals to medical doctors, speech therapists, occupational therapists, audiologists, optometrists, and other professionals for further investigation of other potential areas of concern.

Timeline:

The practicum experience will occur in the Winter/Spring term of 2018, commencing March, 2018 with completion date of June 31, 2018 (or prior). I will work daily under the supervision of Iris Rowlett (approximately 35-40 hours per week). Following the practicum, I will submit a written report to my supervisor (Dr. Ron Martin) at the University of Regina (Faculty of Education) and to my Professional Associate.

Purpose and Anticipated Learning Objectives:

My goal is to gain practical and supervised experience in providing psychological services to clients in the school setting, with a focus on psycho-educational assessments. More specifically I will:

- Gain practical and supervised experience in administering psycho-educational assessments to children and adolescents.
- Gain practical and supervised experience in scoring tests, interpreting test data, and writing reports that include recommendations for modifications to programming in an educational setting.
- Develop, improve and refine my skills in conducting cross-battery assessments.
- Develop, improve and refine my informed consent and interviewing process.
- Acquire training in the use of the Behavior Assessment System for Children, Third Edition (BASC-3).
- Apply theory, knowledge, and skills learned through coursework in an educational setting.
- Provide consultation services for classroom teachers and school staff for best practice in response to student needs.
- Increase competency and confidence with assessments, report writing, and facilitation of meetings.
- Reflect on my practice and learn from the experience and feedback of the psychologist that I am working with.
- Receive regular supervision from my professional associate.
- To complete and submit a written report on the practicum experience.

Significance of Fieldwork:

The practicum route is designed for students who want to make a work experience part of their Master of Education degree. The graduate practicum enables the student to integrate academic knowledge with field-based experience. It should have a practical and professional purpose and direction closely related to the student's interests and program. Working under the supervision of a skilled and experienced psychologist will provide me with the opportunity and environment necessary to become more skilled and confident in my abilities. The practicum experience will provide a variety of opportunities and issues that will enable me to apply knowledge, skills, and techniques that I have learned throughout my graduate course work.

Anticipated Learning Activities:

1. Assessments:
 - Observe psychologist perform assessments.
 - Review completed written reports as part of professional development.
 - Practice and refine assessment skills, report writing, and meeting facilitation.
2. Supervisory Meetings
 - Meet with the supervising psychologist on a weekly basis to receive feedback and discuss my progress.
3. Independent Learning:

- Utilize the opportunity to observe, study, and practice the administration of a variety of standardized instruments.
- Research current evidence-based resources, articles and information regarding issues specific to my clients.
- Maintain a reflective journal of my practicum experience including strengths, weaknesses, areas of growth, and supervisor feedback.

Ethical Considerations:

I will adhere to the ethical standards set forth by my profession, as outlined by the Canadian Psychological Association (CPA), and the Saskatchewan College of Psychologists.

Evaluation:

Iris Rowlett, my supervisory psychologist, is responsible for regular feedback on the practicum experience. Any areas of concerns will be brought to my attention as soon as possible as outlined by the professional guidelines. Regular meetings will be scheduled on a weekly basis to discuss areas of strengths and weakness, as well as strategies to improve and grow as a professional. Upon the completion of my practicum, Iris will be required to submit a summary evaluation of my performance (the evaluation is located in the *Guide for Practicum Placements and Practicum Reports*).

Iris Rowlett will evaluate my performance within the following domains: general professional development shown in the area of specialization; evidence of expanding knowledge in the area of specialization; ability to organize efforts and complete assigned work promptly; capacity for self-direction; and evidence of self-reflection and inner personal growth.

Throughout this Practicum I will keep a personal reflection journal and will provide a written report of this practicum experience to Dr. Ron Martin and my supervising Psychologists by July 31, 2018.

APPENDIX B

Letter of Agreement between

File Hills Fort Qu'Appelle Tribal Council AND Yorkton Tribal Council. (the Agency)

and

Kimberley Unterschute (the Student)

and

Faculty of Education, University of Regina (the University)

Date: November 30, 2017

This letter is in regard to the provision of a practicum placement at File Hills Fort Qu'Appelle Tribal Council and Yorkton Tribal Council for Kimberley Unterschute, as a placement for the completion of her requirements for the Master of Education in Educational Psychology degree.

The agency, File Hills Fort Qu'Appelle Tribal Council and Yorkton Tribal Council agrees to provide a practicum placement beginning March 2018 and ending during or prior to June 2018. This practicum shall be for approximately 35-40 hours per week from March to June (approximately 150 hours in total).

The learning objectives and duties of Kimberley shall be to:

- Learn more about the following:
- Gain practical and supervised experience in providing psycho-educational assessments for children and adolescents in an educational setting.
- Apply theory, knowledge, and skills learned through coursework.
- Increase my competency and confidence in assessment, report writing, and meeting facilitation skills.
- Reflect on my practicum through personal journal reflections, as well as feedback from my professional associate.
- Complete and submit a written report on the practicum experience.
- Comply with the Canadian Psychological Association's Code of Ethics.

File Hills Fort Qu'Appelle Tribal Council and Yorkton Tribal Council shall provide:

- Opportunities to observe the administration of various psycho-educational assessments.
- Opportunities to administer cognitive and achievement tests while being observed by the Professional Associate (who will provide feedback as to the performance, conduct, and performance of the Student).

- Opportunities to gather and report behavioural observations through the use of formal and informal checklists in various educational settings.
- Opportunities to administer behaviour rating scales, interpret test scores and formal and informal checklists, in combination with behavioural observations.
- Opportunities to observe, contribute to, and facilitate written reports and meetings.
- Opportunities to develop recommendations for client programming in an educational setting.
- A final, written evaluation of the student's performance in the form of the *Evaluation of Field-Based Practicum Experience* form provided by the University of Regina.

The faculty supervisor (Dr. Ron Martin, Faculty of Education, University of Regina) agrees to provide supervision, as needed, for Kimberley Unterschute during this practicum, and will advise on the written report.

Any necessary amendments to this agreement will be made through consultation with the Agency, the Student, and the University, and must receive the approval of the Faculty of Graduate Studies and Research.

Kimberley Unterschute Signature _____ Date _____
Student

Iris Rowlett Signature _____ Date _____
Professional Associate
Registered Psychologist
File Hills Fort Qu'Appelle Tribal Council
Yorkton Tribal Council

Dr. Ron Martin Signature _____ Date _____
Faculty Advisor
Registered Psychologist

APPENDIX C

Schedule "B"

Work-Based Learning Consent and Agreement

INTRODUCTION: Work-based learning is a program where a student is placed with a local employer as part of a school course. Students are not paid.

The Workers' Compensation Board (the Board) has signed a memorandum with Saskatchewan Learning and has passed a policy under authority of The Workers' Compensation Act, 1979 (the Act) with a view to ensuring that a student participating in Saskatchewan in a program and for whom the following consents and agreement are completed, is eligible for worker's compensation and is subject to legal rights, benefits, obligations and restrictions while placed with a local employer, as if the student was a worker in the course of employment. Workers' compensation is a collective liability no-fault protection plan for workers injured or killed by a chance event. Benefits (including long-term benefits) may include some compensation for medical expenses, lost future wages, permanent functional impairment and death.

The Act provides that neither a (student) worker nor the (student) worker's dependants may sue any employer or another worker covered by workers' compensation, with respect to an injury sustained by the (student) worker in the course of employment. Information for obtaining a copy of the Act, the Board policy and the memorandum which more particularly detail the rights and obligations of students, may be obtained by phoning the Practical and Applied Arts Co-ordinator at Saskatchewan Learning (Regina information 787-6030).

CONSENTS AND AGREEMENT

The student and (if the student is a minor) **the student's parent/guardian**

(a) consent to the student participating in a work-based learning assignment associated with the course described as: ED 902 Practicum.

while placed with _____ (the local employer)

(b) consent to the Minister having applied on behalf of the student to the Board for an order that the student be brought within the scope of the Act as a worker; and

(c) agree (in consideration of receiving workers' compensation coverage at no cost to the student) with the local employer and workers covered by the Act, the relevant school, post-secondary institution, or community-based organization and with Saskatchewan Learning and the Board, to be **subject to the legal rights**, benefits, obligations and restrictions while placed with the local employer **more particularly described in the above introduction**.

Dated at _____, Saskatchewan this _____ day of _____, 20____.

Signatures:

Student (individual over 18)

Witness (for a student 18 or older)

Student ID # _____

Appendix D



File Hills Qu'Appelle Tribal Council
Box 985 Fort Qu'Appelle Sask S0G 1S0
Phone: 306-332-8214 Fax: 306-332-1811
Request for Psychoeducational Services

Date: _____ AANDC Number (10 digit) _____ Grade: _____

Name of Student: _____ Birth Date: ____/____/____
yy mm dd

In Foster Care: yes no If yes, indicate supervising agency and name of worker:

Agency: _____ Worker: _____ Phone: _____

Caregiver's Name: _____ Phone: _____

Reason for Requesting Psychoeducational Services

Please indicate which of the following cause concern?

Cognitive Behaviour Social Achievement Emotional Abuse Other

Elaborate: _____

Competencies and Positive Qualities of the Student: _____

Previous Schools Attended: _____

Teacher Checklist Attached _____ Yes Caregiver Checklist Attached _____ Yes
Caregivers /Permission Attached _____ Yes Foster Agency Permission Attached _____ Yes

Please note: no action can be taken on this request without caregivers and/or Agency permission

Signature of Resource Teacher

Signature of Principal

Student Information

Regular Program Modified Alternate Resource Room Grade(s) Repeated _____
 Attendance: Regular Irregular If Irregular, due to: truancy illness

Present classroom performance

Reading: Above Average Average Low Average Below
 Written Expression: Above Average Average Low Average Below
 Oral Expression: Above Average Average Low Average Below
 Mathematics: Above Average Average Low Average Below
 Academic Effort: Above Average Average Low Average Below

Additional Remarks : _____

Present Behaviour

Please indicate whether any of the following are of concern:

Noncompliance Physical/Verbal Aggression Distractibility
 Hyperactivity Disruptiveness: Mood Changes:
 Withdrawal: Social Isolation: Negative Mood:
 Anxiety Other: _____

Current Support Involved

Speech Language Path (Attach Report) All Nations Healing Centre In School Counseling
 Elder/Community Worker Outside Agency (Specify) _____

Previous Testing

Cognitive: Test _____ Date Administered: _____

Achievement: Test _____ Date Administered: _____

(Please attach a copy of cognitive and/or achievement results)

Please Submit to:

Lisa Ewack
Special Education Coordinator
FHQTC Education
Box 985
Fort Qu'Appelle, Sask. S0G 1S0

Appendix E



Yorkton Tribal Council
Student Services Referral Form

NAME: _____ **DATE of BIRTH:** _____
day/month/year

SCHOOL: _____ **GRADE:** _____

PARENTS/GUARDIANS: _____

HOME ADDRESS: _____ **PHONE:** _____

TEACHER: _____ **DATE of REFERRAL:** _____

Referral to/reason:

Psychologist

- **Consultation:** _____

- **Academic:** _____

- **Behavior:** _____

- **Cognitive:** _____

Speech-Language Pathologist:

- **Speech:** _____

- **Language:** _____

Background Information:

- **Allergies:** _____
- **Vision:** _____
- **Hearing:** _____
- **General Health:** _____
- **Diagnosis (if applicable; include current medications):** _____

APPENDIX F



File Hills Qu'Appelle Tribal Council
Treaty Four Territory
Reserve #77
Box 985
Fort Qu'Appelle, Sk S0G 1S0

Date: _____

Dear Parent/Guardian

The school has arranged to have an educational consultant come to the school to assess your child. The purpose of the assessment is to seek an understanding of the student's strengths and difficulties in order that an appropriate education plan may be developed for him or her.

The education assessment may consist of all, or some of, the following: intelligence tests; achievement tests in reading, writing and mathematics; rating scales completed by you and the teachers with regard to how the child manages everyday living skills; and an assessment of communication skills.

Following the assessment, a meeting will be scheduled with you in order to share the results and what they mean for your child.

If you agree to this assessment, please sign below.

I give permission for _____ to be assessed by an education consultant .

Parent/Guardian Signature

APPENDIX G



Consent for Services

The Yorkton Tribal Council employs a number of professionals who assist schools and families by providing specialized support to help meet individual student needs. In most cases, consent from both parents or caregivers is required before a student can be seen by one of our Professional Service Providers. The student support services that may be provided include consultation, assessment, program development and implementation, counselling, intervention, and/or monitoring of student progress.

I / We the parents / caregivers of _____ attending _____ school give permission for student support services to be provided by the following Professional Service Providers of the Yorkton Tribal Council:

*Please **check and initial** those you are giving permission for.*

- Educational Psychologist* _____
- Speech-Language Pathologist* _____
- Occupational Therapist* _____

Parent or Caregiver (please print)

Parent or Caregiver (please print)

Parent or Caregiver (signature)

Parent or Caregiver (signature)

Date

Date

*For Parents****

Please provide name and contact information of any other adults who are in a legal custodial arrangement for this child:_____

- _____
 Not Applicable

APPENDIX H

File Hills Qu'Appelle Tribal Council

Educational Psychologist Information Needed and Submitted to
Special Education Coordinator Lisa Ewack

To be Completed by a Teacher, usually, a Resource Teacher

Student's name _____ School _____
Birthdate _____ Grade _____ Grade/s Repeated _____
This checklist completed by _____ Date _____

Please check the space beside the statements that best describe this student. Ignore any items that are outside of your experience with this particular student (e.g., primary teachers will not know if a student has difficulty learning a foreign language).

- Difficulty learning letter names
- Difficulty learning letter sounds
- Reads fluently, but without understanding
- Does not read fluently, but achieves understanding
- Does not read fluently, and does not achieve understanding
- Relies on illustrations to understand what is read
- Difficulty remembering what is read
- Difficulty pronouncing long or unfamiliar words
- Poor spelling
- Reverses words and numbers (e.g., confuses 25 with 52; b and d)
- Confuses right and left
- Difficulty expressing thoughts in writing
- Difficulty expressing thoughts verbally
- No difficulty expressing thoughts verbally
- Verbal, but verbalization is scattered and difficult to follow
- Poor vocabulary
- Difficulty understanding and following oral directions
- Does some things well, others poorly
- Difficulty learning to tell time on an analog clock
- Difficulty remembering months
- Difficulty with math facts (calculation)
- Difficulty understanding math concepts
- Difficulty remembering multiplication tables
- Confused by concepts of time: yesterday, today, tomorrow
- Confused by directions (e.g., beside, in front, behind)
- Sloppy or illegible handwriting (include sample)
- Difficulty copying from the board
- Enjoys working with hands
- Poor in art Good in art
- Clumsy
- Poor heel-toe walking
- Toes-in one side both sides

Teacher checklist continued

- ___ Consistently subjected to ridicule, bullying and harassment by peers
- ___ Not openly rejected by peers, but ignored and uninvolved in social aspects of school
- ___ Has friends of same age ___ Has friends, most of whom are younger
- ___ Lacks awareness of others' personal space
- ___ Constantly requests reassurance
- ___ Class clown
- ___ Low tolerance for frustration and failure
- ___ Impatient
- ___ Restless
- ___ Disorganized
- ___ Chronically late, poor sense of timeliness
- ___ Chronically loses or misplaces belongings
- ___ Chronically procrastinates or has difficulty getting started
- ___ Behaves tactlessly and intrusively
- ___ Seems self-centred
- ___ Seems self-confident
- ___ Lacks self-confidence
- ___ Quiet
- ___ Shy, timid
- ___ Submissive
- ___ Withdrawn
- ___ Suspicious
- ___ Refuses to complete work
- ___ Apathetic, seems not to care
- ___ Very critical of self
- ___ Healthy recognition of own inadequacies
- ___ Boastful, in spite of lack of success
- ___ Avoids making eye contact
- ___ Has difficulty reading social cues
- ___ Poor sense of humour
- ___ Repeated failure to follow through on directions in a timely manner
- ___ Lethargic
- ___ Excessive concerns about disruptions to routine
- ___ Excessive number of trips to the bathroom
- ___ Facial grimaces, nail biting, tongue thrusting, throat clearing, blinking, spitting, sniffing, skin picking, shoulder shrugging, licking/biting self/objects, sniffing/smelling hands/objects. Any other repetitive/odd behaviour, please specify: _____
- ___ Subvocalizations, like humming or muttering; repeating words of others; repetitious mimicking of voices
- ___ Rocking
- ___ Excessive erasures, use of white-out, or recopying
- ___ Trouble with authority
- ___ Shows remorse
- ___ Shows no remorse
- ___ Argumentative
- ___ Frequently disruptive
- ___ Uses negative attention-seeking behaviours
- ___ Frequent mood changes throughout the day

Teacher checklist continued

- Mood swings that are episodic (e.g., several days or months of irritability followed by period of less irritability)
- Sad or flat affect
 - nearly always
 - at certain times when? _____
- Chronically fatigued

Please describe what you enjoy most about this student:

Please describe your concerns about this student:

Thank you for your contribution to the evaluation of this student.