

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
Department of Psychology and Philosophy

**PSYC 6394: Practicum in Psychometrics**  
Spring 2018: Wednesday, 9:00-11:50AM  
CHSS 249

Instructor: Amanda Venta, Ph.D.  
Office: CHSS 325  
Dept. Phone: (936) 294-1174  
Office Phone: (936) 294-2436  
Cell Phone: (713) 854-1182  
Email: [aventa@shsu.edu](mailto:aventa@shsu.edu)  
Office Hours: Monday 9:15AM - 3:00PM, by appointment

**TEXTS**

- Flanagan, D.P., Ortiz, S.O., & Alfonso, V.C. (2013). *Essentials of cross-battery assessment* (3<sup>rd</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc. Available electronically through SHSU website.
- Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. New York: John Wiley & Sons. Available electronically through SHSU website.

**COURSE OVERVIEW**

This course is designed to provide students with opportunities to develop and apply skills in the administration, scoring, interpretation, and reporting of psychological tests with clients. The course will contain a variety of instructional methods, including lecture, cooperative learning (group supervision), and applied work occurring primarily in the form of individual supervision.

Emphasis will be placed on case conceptualization, assessment, and report writing skills. Students will gain supervised experience working directly with clients through their practicum.

- **Goal: Developing specific skills, competencies, and points of view needed by professionals in the field. Specifically:**
  - Learning Outcome: To master the basic administration, scoring, and interpreting skills in individual testing.
  - Learning Outcome: To develop competence in writing integrated psychological assessment reports.
  - Learning Outcome: To develop competence in presenting issues related to the assessment of children for supervision as well as in a formal presentation.
- **Goal: Learning to apply course material (to improve thinking, problem solving, and decisions)**
  - Learning Outcome: To apply skills in assessment administration, scoring, and interpretation to individual cases within the practicum setting.

- Learning Outcome: To apply emerging competence in psychological report writing to individual cases within the practicum setting.

### **ATTENDANCE POLICY**

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Of course, students must certainly sometimes be absent for various legitimate reasons. Therefore, students may miss one class without penalty to their grade, but **missing two classes could result in a failing grade for the class.** If a student has a conflict with a scheduled class, they must communicate with the instructor to determine appropriate action. If you have to be absent, be sure you have arranged for a peer to obtain materials for you.

### **TIME REQUIREMENT**

In a typical graduate class, for each hour attempted at least three hours outside of class is expected. This 3-credit hour course will meet for two hours each week, with the expectation that at least one additional hour of individual supervision is being obtained through the primary supervisor. All candidates are expected to spend the equivalent of one work day each week completing assessment-related professional tasks.

### **PROFESSIONALISM**

Attendance, punctuality, the **quality** of your interactions with colleagues, supervisors, and clients, as well as the quality and **timeliness** regarding completing assignments all determine your professionalism, which in turn, signals your readiness to perform individualized assessments professionally. You should be receiving direct feedback from your field supervisor during supervision meetings with them. The course instructor will follow-up with the field supervisor periodically regarding the progress of all candidates not under his direct supervision. ***Your professionalism will be evaluated based on the opinion of your field supervisor and course instructor; professionalism will account for 10% of your final course grade.***

### **CLASS PARTICIPATION**

Active class participation in class discussions, supervision, and presentations is expected as an avenue to meet course objectives. Students are expected to come to class having read the assigned readings prior to class and to be able to discuss these readings in class. ***Your participation will be evaluated based on the opinion of your course instructor; participation will account for 10% of your final course grade.***

### **SUPERVISION**

A portion of your course evaluation consists of your ability to receive supervision and make necessary adjustments. The ability to accept and make adjustments through supervision is extremely important in training. Your readiness to complete the myriad of tasks involved in a psychological assessment will be determined, in part, by your response to supervision. ***Your response to supervision will be evaluated by your field supervisor and course instructor; response to supervision will account for 10% of your final course grade.***

### **ACADEMIC DISHONESTY**

All students are expected to engage in all academic pursuits in a manner that is above reproach.

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

### **STUDENTS WITH DISABILITIES**

Any student with a disability that affects his/her academic functioning should contact the Services for Students with Disabilities (SSD) Office located in the Lee Drain North Annex building (next to Farrington), telephone 936-294-3512, TDD 936-294-3786 to apply for accommodations. In the event that accommodations are approved by SSD, the student is advised to schedule an appointment with the course instructor in order to present his/her accommodation forms and discuss the arrangements for the accommodations.

For a complete listing of the university policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/811006.html](http://www.shsu.edu/~vaf_www/aps/811006.html)

### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see

[http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

### **GENERAL POLICIES**

Additional details on the aforementioned policies can be found at <http://www.shsu.edu/syllabus/>

### **COURSE REQUIREMENTS**

1. Child Volunteer: Students are required to complete an assessment with a **non-practicum based** child volunteer in order to prepare them for testing within the schools. Specific requirements are as follows:
  - a. Administer: WISC-V, ABAS-III, and clinical interview
  - b. Turn in: Protocols and record forms, checked by buddy, **consent form**, clinical interview documentation
  - c. Grading: Students will turn in completed protocols that will be graded Pass/Fail based on the type of errors found upon review. For all protocols, you must carefully review

your work and clearly label your errors. **You must have a peer carefully review your protocols and sign their name on the cover of your protocol.** The following represents a list of errors that would result in a grade of Fail on any protocol:

- i. Administration errors (i.e., timing, start point/discontinue rules broken, etc.).  
For this type of error there are two separate concerns.
  1. In general, this type of error will not be counted against a student unless they did not identify, or “catch” the error prior to submitting the protocol for grading and make the necessary scoring adjustments.
  2. Students who show a consistent pattern of poor administration, as judged by repeated careless administration errors on an instrument, will not receiving a Pass.
- ii. Mathematical errors in calculating examinee age, subtest, test, or IQ/Composite scores. Most test protocols will require you to do simple math. It is amazing how many times this causes error to be introduced to the professional activity. Please triple-check your work!
- iii. Errors in reading scoring tables or making transfers from the table to the protocol. Be methodical, don’t be in a hurry, and check your work!
- iv. Errors in item scoring. For most instruments, correct responses to items are clearly indicated in the manual. Your scoring should match the scoring indicated by the test materials. If it does not, then you have committed an error in scoring. This would be a major error if left uncorrected and the protocol would Fail. For subtests/tests where scoring is guided by example (e.g., verbal subtests or writing tests), the item scoring error is only considered Major if the response given by the examinee is *clearly provided in the manual*.

Students will be allowed to complete makeup protocols. **The maximum grade for a make-up protocol or repeated administration check is 80/100 points.** To prevent a student from obtaining a high letter grade simply based on quantity of poor work, only 2 make up protocols are allowed.

2. **Practicum Experience:** Students will be encouraged to perform portions of assessments and reports, in accordance with their training and skill development, for their field supervisor. The primary training goal for the Practicum in Psychometrics course is that each candidate ***completes one full assessment under supervision, including evaluation of cognitive, academic, behavioral, and social/emotional functioning.*** It is highly recommended that the case chosen for the candidate be a re-evaluation that does not pose any foreseeable contentious diagnostic possibilities. Students are expected to obtain practicum hours throughout the semester by working at their site for one day per week (about 8 hours).

**Hour Tracking:** Students must keep a record of the hours they accrue as part of their practicum experiences. An excel file will be provided for recording purposes; this will very closely mirror the log for internship experiences to be used next year. Each candidate is expected to perform a minimum of 125 practicum hours over the course of the semester, but not all hours logged will count toward this total. Only ***hours directly related to service*** provision will be counted toward the Practicum in Psychometrics Total Hours. Thus, only direct work conducted toward performing an assessment, supervision hours, class hours, and

any indirect work performed in support of an assessment will be counted toward the total. Indirect work may include, but is not limited to, scoring and interpretation of instruments, report writing, and attendance at administrative meetings (e.g., ARD meetings, team planning meetings). Hours that would not count toward the total would include travel, time spent on orientation, and time spent logging hours. ***Students will submit the log electronically to the instructor. A final (paper) copy of the log signed by the field supervisor must be submitted to the instructor at the end of the semester.*** Hours accrued will be incorporated into your final course grade as follows:

- Student acquired 125 or more practicum hours (100 points)
- Student acquired 100 to 124 practicum hours (89 points)
- Student acquired 90 to 99 practicum hours (79 points)
- Student acquired fewer than 90 practicum hours (59 points)

**Practicum Performance:** Developmental progress is expected on administrations, scoring, interpreting, and report preparation skills. Although it is expected that students will learn through making mistakes, carelessness is simply unacceptable. I will incorporate my review of your work along with feedback from the field supervisor to determine a final rating of skill performance. The rubric for grading skill performance is below, for a total of 200 points:

- Student demonstrates proficiency in administration skills (40 points)
- Student demonstrates proficiency in scoring skills (40 points)
- Student demonstrates proficiency in interpretation skills (40 points)
- Student demonstrates proficiency in report writing skills (40 points)
- Student demonstrates developmental progress across the semester (40 points)

3. **Integrated Report:** Information gathered during the completion of the complete case required for this course, will be written up into an integrated psychological report. The course instructor will review and edit this report one time prior to your final submission. The field supervisor has final control over language used in all reports and they are also the person to sign off on all reports, including your complete assessment case. ***No report, and thus no case, will be complete until the primary practicum supervisor has determined it to be so. You will be practicing psychological services under the primary supervisor's license, and that individual has ultimate responsibility for the case completion.***

**Grading:** The assessment case report will be rated by the course instructor using the Procedural Integrity Rubric (PIR), which provides a total of 63 possible points. A copy of the form is provided to you as part of this syllabus.

- Students are expected to achieve a score of '2' for a minimum of 85% of the elements that make up each of the Procedural Integrity Rubrics.
- Students are expected to obtain *zero* ratings of '0' on the Procedural Integrity Rubrics.

An additional 37 points will be awarded for: use of professional language (10 points), readability and clarity (10 points), correct grammar and spelling (10 points), and timely completion of rough draft (7 points).

4. Case Presentation: Each student will be asked to formally present their complete assessment case to the class and ‘defend’ their work, including case conceptualization, assessment procedures, integration and interpretation of findings, diagnosis or diagnoses given, and recommendations made.

Grading: The course instructor will grade the case presentation using the Faculty Rating Form (FRF). A copy of the form is provided to you as part of this syllabus. A passing score is 85% or better. 38 areas are assessed and will be awarded 3 points each for a total of 114 points. An additional 36 points (not included in the 85% passing rate) will be awarded for: oral presentation skills (15 points), adequate use of visual aids (15 points), and participation during peer presentations (6 points).

5. Class Participation: Active class participation during discussions, informal client presentations, and group supervision is expected as an avenue to meet course objectives.

Grading: Your participation will be included as part of your final grade based on the following rubric:

- Raises or facilitates discussion with peers; engages in integrative or higher order thinking in relation to the readings (e.g., integrates two or more pieces of information in the readings, integrates experience with topics of discussion, poses hypotheticals for the group based on research findings); questions findings or relates to other research/information (100 points)
- Respectful attention to others’ contributions; shares comments on at least one topic discussed in readings, and demonstrates understanding and relevance to group discussion (89 points)
- Present in class and attends and responds to others’ contributions at a personal level, but shows no evidence of having read or thought about the topic (79 points)
- Makes no contribution to discussion; unresponsive to or argumentative with others; not present in class (59 points)

## **COURSE GRADING**

Students **MUST** be able to demonstrate proficiency in skills of individualized assessment, as well as in professionalism and supervision, in order to continue with their program of study, which in this case means progression to an Internship.

Course Activity	Possible Points	Grading Scale	
Professionalism	= 100	950-855	= A
Class Participation	= 100	854-760	= B
Supervision	= 100	Below 760	= F
Completion of Hours	= 100		
Practicum Performance	= 200		
Procedural Integrity Rubric (PIR) for Report	= 100		
Case Presentation (FRF)	= 150		
WISC Protocol	= 100		
Total	= 950		

### TENTATIVE Schedule for PSYC 6394: Practicum in Psychometrics

Date		Topic(s)	Due in Class
January	17	<ul style="list-style-type: none"> <li>Course Introduction &amp; Syllabus</li> <li>Practicum Placement Discussion</li> </ul>	
	24	<ul style="list-style-type: none"> <li>WISC-V Administration</li> <li>Bring WISC-V kits</li> </ul>	<ul style="list-style-type: none"> <li>Read WISC-V Manual</li> </ul>
January	31	<ul style="list-style-type: none"> <li>ABAS-II</li> <li>ID Report Writing</li> </ul>	<ul style="list-style-type: none"> <li>Read ABAS Manual (p. 55-65),</li> <li>Read Essentials of Report Writing: Ch. 3-6, 8</li> <li><b>See WISC volunteer this week</b></li> </ul>
February	7	<ul style="list-style-type: none"> <li>XBA Basics &amp; Report Writing</li> </ul>	<ul style="list-style-type: none"> <li>Essentials of XBA: Ch. 1 and 2</li> <li>WISC volunteer due</li> </ul>
	14	<ul style="list-style-type: none"> <li>XBA Models of LD</li> </ul>	<ul style="list-style-type: none"> <li>Read Essentials of XBA: Ch. 4</li> <li>Read SLD Sample Report</li> </ul>
	21	<ul style="list-style-type: none"> <li>Example report discussion</li> </ul>	<ul style="list-style-type: none"> <li>Read ED &amp; ADHD Sample Report</li> <li>Read ED Sample Report</li> </ul>
	28	<ul style="list-style-type: none"> <li>Informal Case Presentations</li> <li>Group Supervision</li> </ul>	<ul style="list-style-type: none"> <li>Informal Case Presentations due</li> </ul>
March	7	<ul style="list-style-type: none"> <li>Informal Case Presentations</li> <li>Group Supervision</li> </ul>	<ul style="list-style-type: none"> <li>Informal Case Presentations due</li> </ul>
	14	<i>Spring Break – No Class</i>	
	21	<ul style="list-style-type: none"> <li>Group Supervision</li> </ul>	
	28	<ul style="list-style-type: none"> <li>Group Supervision</li> </ul>	
April	4	<ul style="list-style-type: none"> <li>Group Supervision</li> </ul>	<ul style="list-style-type: none"> <li>Electronic Log due via email</li> </ul>
	11	<ul style="list-style-type: none"> <li>Group Supervision</li> </ul>	<ul style="list-style-type: none"> <li>Draft of Integrated Reports due</li> </ul>
	18	<ul style="list-style-type: none"> <li>Group Supervision</li> </ul>	
	25	<ul style="list-style-type: none"> <li>Case Presentations (half)</li> </ul>	<ul style="list-style-type: none"> <li>Case Presentations due</li> </ul>
May	2	<ul style="list-style-type: none"> <li>Case Presentations (half)</li> </ul>	<ul style="list-style-type: none"> <li>Case Presentations due</li> </ul>
		<b>Due May 2 by 5:00PM:</b> <b>(1) Final paper logs and</b> <b>(2) Final Integrated Reports due</b>	

**Faculty Rating Form**  
*Assessment Case*

<b>Candidate</b>		<b>Date</b>	
<b>Placement</b>		<b>Reviewer</b>	

<b>Performance Rating</b> <i>(Based on quality of professional practice expected during Internship)</i>	
<b>P</b> (1 point)	Pass (Average to Excellent)
<b>NP</b> (0 points)	No Pass (Below Average to Poor)
<b>NI</b> (0 points)	Not Included in the case presented
<b>NA</b>	Not Applicable to the case presented

<b>I. Interpersonal and Collaborative Skills</b>				
A. Knowledge of family, home, school/work and community factors that influence provision of assessment services	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
B. Ability/confidence in providing effective assessment services	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
C. Ability/confidence in participating in a supervisory Relationship	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
D. Knowledge of available supports and services related to making effective recommendations for clients	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
<b>II. Diversity Awareness and Sensitive Service Delivery</b>				
A. Knowledge of the potential influences of cultural, ethnic, experiential, gender-related and linguistic factors as they apply to assessment	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
B. Recognition of subtle racial, class, gender, cultural, and other biases that may influence client testing performance and ultimate test interpretation	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
C. Ability to identify what is needed for clients of diverse backgrounds and modify methods as needed to meet these needs	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
<b>III. Technological Applications</b>				
A. Skill in utilizing technology to function more effectively/ efficiently.	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
B. Skill in utilizing technology in an ethical/legal manner	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
C. Skill in using technology resources available in the evaluation of clients	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
<b>IV. Professional, Legal, Ethical, and Social Responsibility</b>				
A. Knowledge of accepted standards in testing and assessment	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
B. Knowledge of legal requirements for evaluation services	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
C. Recognition of own strengths/weaknesses in training	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
D. Ability to apply ethical standards in assessment practice	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
E. Ability to incorporate supervisor feedback into assessment practice	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
<b>V. Data-Based Decision Making and Accountability</b>				
A. Overall knowledge of process in effective data-based decision-making in problem solving	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
B. Knowledge of the different methods used in for data collection	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
C. Ability/confidence in utilizing specific assessment methods	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
D. Ability to accept accountability for the impact of professional decisions	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
E. Ability/confidence in linking assessment results with diagnostic decisions	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
F. Ability/confidence in linking assessment results with intervention services through recommendations	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
G. Ability to differentiate acceptable from inadequate research	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA



H. Ability to make research based recommendations for service delivery	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
VI. Systems-Based Service Delivery				
A. Knowledge of the systems working to influence the client’s performance	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
B. Skill in working effectively within the evaluation setting	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
C. Skill in working effectively with the student’s family	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
D. Skill in working effectively with outside agencies	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
VII. Enhancing the Development of Cognitive and Academic Skills				
A. Ability to link assessment information to the development of instructional strategies	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
B. Application of theoretical foundations to the development of effective instructional recommendations	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
C. Knowledge of current research and advances in curriculum and instruction	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
D. Application of current research knowledge to the development of effective instructional recommendations	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
VIII. Enhancing the Development of Wellness, Social, Skills, Mental Health, and Life Competencies				
A. Knowledge of the potential influences of biological, social, and socioeconomic factors in children’s development and learning	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
B. Knowledge of the developmental process in behavioral, social, affective, and adaptive domains	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
C. Ability/confidence in collaborating with school personnel, parents, and community as it relates to providing a multi-faced evaluation	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	NA
Total Numeric Rating of Competency Areas	_____ of _____		Percentage	
				85%
IX. Assessment Case Summary Ratings				
A. Summary of Background Information	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	
B. Summary of Methods and Observations	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	
C. Summary of Results Section	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	
D. Summary of Conclusions (Conceptualization) & Recommendations	P <sub>1</sub>	NP <sub>0</sub>	NI <sub>0</sub>	
Total Numeric Rating of Case Summary	_____ of _____		Percentage	
				N/A

**OVERALL RATING FOR  
ASSESSMENT CASE**

Final Performance Rating	
1	Very Poor
2	Poor
3	Average
4	Good
5	Very Good

Rating of Assessment Case	1	2	3	4	5
---------------------------	---	---	---	---	---

NOTES:

---

Reviewer Signature

---

Date

## Procedural Integrity Rubric - Assessment Case<sup>1</sup> -

Score	Level	Description
<b>0</b>	<b>Incomplete</b>	Task is not fully complete.
<b>1</b>	<b>Needs Improvement</b>	Task is completed, with some issues of concern (e.g., not completed in a timely fashion, fails to utilize best practice methodology, etc.).
<b>2</b>	<b>Completed Satisfactorily</b>	Task is completed accurately, with no areas of concern. Competency met.
<b>3</b>	<b>Exemplary Performance</b>	Task is completed at a level <i>above expectations</i> .

Procedural Integrity Tasks	Rating <sup>2</sup>	Date
Obtains informed consent and assent.		
Indicates explanation of confidentiality and its limitations prior to beginning any assessment work.		
Conducts a record review.		
Selects assessment procedures to address the referral question.		
Conducts a clinical interview of parent(s).		
Conducts a clinical interview of teacher(s) and other school personnel.		
Conducts a clinical interview of student.		
Conducts behavioral observations of the student.		
Assesses cognitive functioning using formal measures.		
Assesses academic functioning using formal measures.		
Assesses social/emotional/behavioral functioning using at least one broad rating scale (BASC-2, CBRS, ASEBA, etc.)		
Uses targeted brief rating scales specific to the referral question or in follow-up to the results obtained on the broad measure (e.g., RCMAS-2, CDI-2, ASDS)		
Provides interpretation of cognitive measure results.		
Provides interpretation of academic achievement measure results.		
Provides interpretation of social/emotional/behavioral measures' results.		
Provides an integrated interpretation of the assessment data gathered.		
Provides diagnostic determinations for TEA criteria and DSM-IV criteria, as appropriate.		
Provides recommendations that are supported by the data obtained.		
Report is completed within the designated timeline.		
Results and recommendations are reviewed with the parent(s), or appropriate attempts are made to review results, prior to the ARD meeting.		
Results and recommendations are presented in the ARD Meeting.		
<b>TOTAL Procedural Integrity Score</b>		
<b>Total Ratings of '0'</b>		

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Candidate Signature

<sup>1</sup> This PIR should be utilized for cases in the Practicum in Psychometrics course (6394) and Internship (6371).

<sup>2</sup> Ratings are assigned by the *course instructor* throughout the term. A signature from the candidate does not indicate agreement with the rating(s).